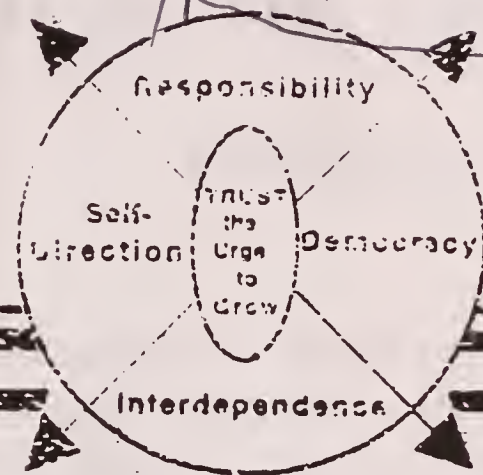
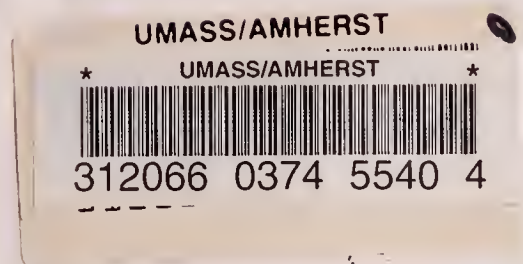


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MARTHA'S VINEYARD CHARTER SCHOOL APPLICATION

If we build it...they will come



ADDENDUM TO THE 1995 APPLICATION

CONTENTS

1. Cover Letter
2. Response to concerns outlined in preliminary application correspondence
3. Further detail on school and community interactions
4. Improving student achievement and satisfying statewide performance standards
5. Budget update
6. Additional letters of support
 - Martha's Vineyard Hospital
 - Up-Island Council On Aging
 - Simply Cotton
 - Meeting House of Martha's Vineyard
 - Stanwood and Co.
 - Big Brother's and Big Sister's of Martha's Vineyard
 - HeartFelt
 - Margaret Mayhew

41 95-13

RECEIVED

FEB 14 1995

EXECUTIVE OFFICE
OF EDUCATION

MARTHA'S VINEYARD CHARTER SCHOOL

February 14, 1995

Piedad Robertson, Secretary
Executive Office of Education
One Ashburton Place
Boston, MA 02108-1696

Dear Ms. Robertson,

Thank you for your work on behalf of the Commonwealth in allowing us to present you with an updated 1995 application for a charter school on Martha's Vineyard. Please find it complete with addendum responding to the concerns found in our preliminary application.

We are excited about The Martha's Vineyard Charter School's application and the possibility of providing a **choice** to the students and families of Martha's Vineyard. We welcome the opportunity to work with you and the Executive Office of Education to create a school that will share the responsibility of educating children with parents, community members and the individual learners.

We continue to gather support across the island for a charter school on Martha's Vineyard. We are actively looking at the Windfarm Museum as a possible site for the school, have a financial advisor ready with a business plan to approach donors, and a fundraising group prepared to file grants and raise capital. Our steering committee has dedicated the last year-and-one-half to the development of this application and we are quite proud of our efforts.

We would also like to thank Jose Afonso for providing assistance and reassurance during this application process. Please do not hesitate to contact us for further elaborations or questions you may have.

Again, thank you for your time, attention and concern to our application.

Sincerely,



Charlotte Costa
Steering Committee
Martha's Vineyard Charter School
RFD 343-C
Vineyard Haven, MA 02568
508-693-0889

RECEIVED

FEB 14 1995

EXECUTIVE OFFICE
OF EDUCATION

RESPONSES TO THE PRELIMINARY APPLICATION:

We appreciate your assessment of our preliminary application and would like to respond to the concerns outlined in your letter.

Regarding *School Demographics*:

Although we recognize that a limited enrollment of 60 kids will be fiscally challenging, we also believe that it would behoove us to launch our charter school with a modified program to insure right-from-the-start that all our educational goals would be realized. With unforeseen mandates such as: start up issues, site improvements, permits, and the like, a limited enrollment might allow for a successful first year parallel to these demands. Once the school is functioning and everything is in its place, it will be possible to increase enrollment, on a timely basis, not to exceed our maximum enrollment of 160 students.

Regarding the *Timetable*:

We provided a detailed timetable to show ourselves and the community the magnitude and scope of work required to have a Charter School on Martha's Vineyard. We use the outline to remind us of our "next-steps" and have found it to keep us focused, committed, and dedicated to what we really want: A Martha's Vineyard Charter School. We must be flexible and aware that unknown situations will come our way. We must build in time and create a format for dealing with these issues. We have confidence that we will do so.

Regarding the *Budget*:

With the help of a financial planner, we have reworked our budget to meet the needs of our school and the state. In doing so, we have increased teacher salaries and allowed for a greater rental payment. We are aware of the enormous fundraising ahead, and have already initiated work in this area. We have enclosed a revised budget (attached).

Further information regarding *School and Community* and *Improving Student Achievement* follows this page.

1995 Charter School Application

Basic Fact Sheet

This basic Fact Sheet will be used by the Executive Office of Education to conduct quick analysis of the applications received. The information furnished below must be accurate, and must correspond to that which is provided in the body of the proposal. This information will serve to provide reviewers at the Executive Office of Education with a snapshot of your proposal.

Martha's Vineyard Charter School

Proposed Charter School Name

Martha's Vineyard, MA.

School Location (city, town)

Contact Person

First Charlotte Middle Morris Last Costa

Organization Martha's Vineyard Charter School, Steering Committee Address RFD 343-C

City Vineyard Haven, State MA Zip 02568

Telephone (508) 693-0889 Fax ()

Founding Coalition: (Check Box)

Parents	Teachers	Private For-Profit Business
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Community Based Organization	Museum	Other Founding Group
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Grade Level (Check Box)

Elementary ☐
Middle ☐
Secondary ☐
Other Grade Level ☐

Projected Student Enrollment

Projected Student Enrollment (1st Year)	<u>60</u>
Projected Student Enrollment (2nd Year)	<u>90</u>
Projected Student Enrollment (3rd Year)	<u>120</u>
Projected Student Enrollment (4th Year)	<u>160</u>
Projected Student Enrollment (5th Year)	<u>160</u>
Total Number of Teachers	<u>by 5th year (12)</u>
Teacher/Student Ratio	<u>10:1</u>

In what type of community will the Charter School be located?

Urban School District ☐ Rural School District ☒
Suburban School District ☐ Other Kind of Community ☐

Do you presently have access to a facility suitable for a school?

Yes ☐ No ☒ Pending

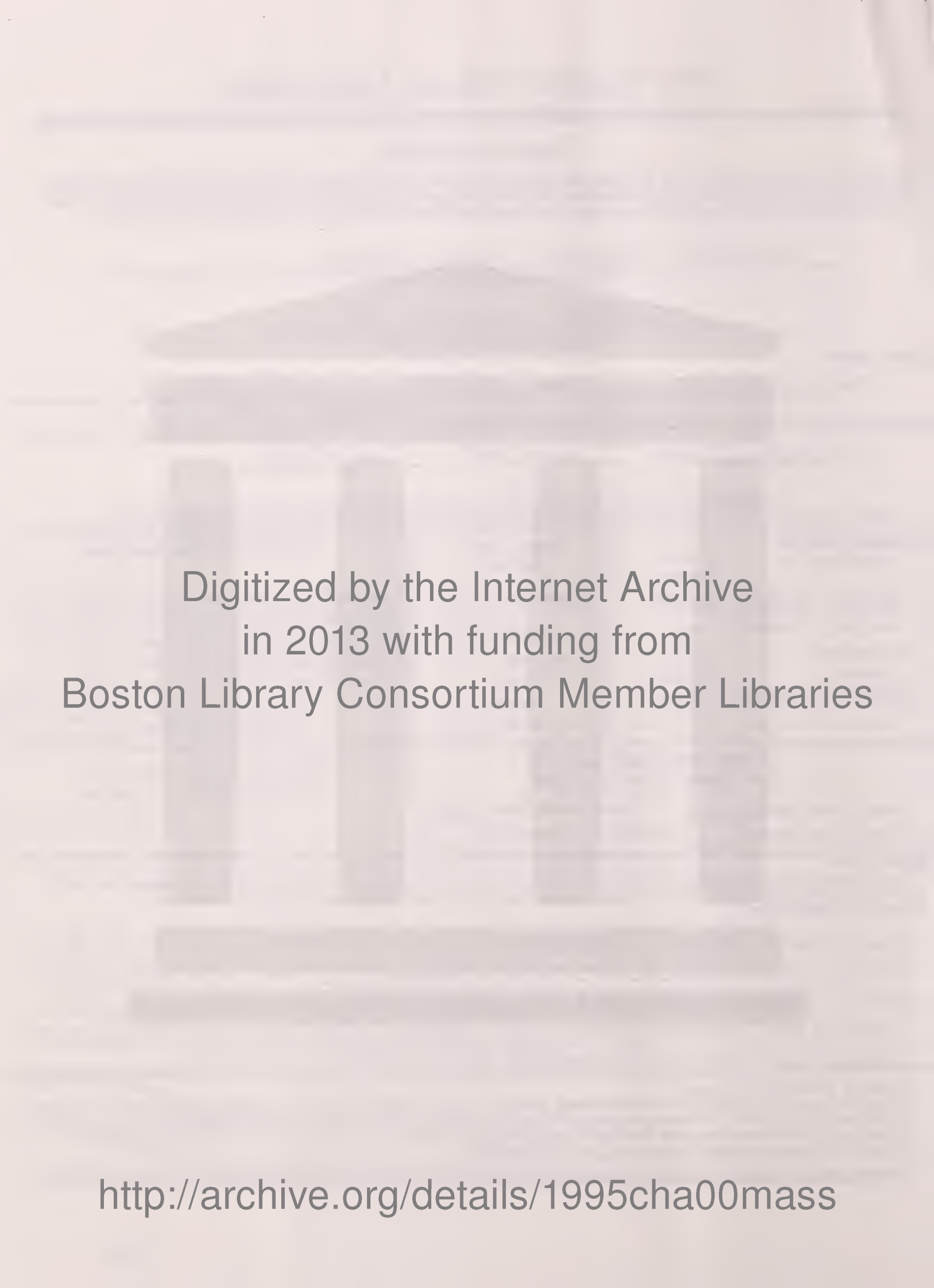
School Focus:

In succinct terms, describe the focus and primary characteristics of your proposed school and/or students to be served, (i.e., math & science, arts, school-based services, at-risk youth, college preparatory, basic skills, interdisciplinary learning, and competency-based learning).

The primary focus of the Martha's Vineyard Charter School is student directed learning in a community based environment. The professional staff, combined with paid and volunteer help from community and parents will provide a setting for project-based learning with authentic assessment preparing students for a lifetime of learning.

Executive Summary (one page):

To help the Executive Office of Education accurately portray your charter school proposal to the public, please attach a one page description of your school. This description should outline, in clear terms, the educational model to be employed; the replicability of that model; student demographics; and other characteristics setting this school apart from other traditional public schools. Above all, this summary should capture the vision of the founders.



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<http://archive.org/details/1995cha00mass>

Description of the Martha's Vineyard Charter School

Values: Martha's Vineyard Charter School (MVCS) places a high value on the individual's learning style and personal interests. We will support the student's decisions and needs, thereby nurturing self-confidence, self-esteem, and self-knowledge. An environment of mutual respect will be fostered where success is applauded and mistakes can be made during the daily learning process.

Educational Philosophy: Education is most meaningful when the student is invested in the studies by choice. Together with teachers and parents the student will develop a Personal Education Plan with proposed areas of study with short- and long-term goals.

Curriculum Focus: The curriculum will evolve out of student needs and student choice. The core subjects are seen as providing the basic skills that enable students to find and follow their interests through hands-on learning, questioning, problem solving, and creating.

Student Focus: In addition to preparing students for higher education, the MVCS will prepare the individual for life outside the classroom. Students will be encouraged to study and work in our unique island community. Community members will be invited to share their expertise in modeling professional working roles. The symbiotic relationship between individual and community will be at the foundation of the school.

At some point each young person who grows up on Martha's Vineyard needs to make a decision: Do I stay, or do I go? Many Vineyard adults are multi-talented and create a career out of several occupations. Community interaction with the MVCS will demonstrate these creative living options to students as the bond between student and community is strengthened.

Outcomes and Goals: Whether the student decides to stay on the Vineyard or move off-island, the MVCS hopes to have fostered a life-long love of learning and the skills to self-teach. In the future it is clear that the job market will be searching for creative problem solvers. Graduates will have this skill because so much of their school life will have depended on their own digging and searching.

Upon graduating from the MVCS a student will have:

1. Mastered the skills for life-long learning.
2. Clearly demonstrated the ability to set goals and achieve them.
3. Done real work within the community.
4. Developed a strong sense of what is important to him or her and experience in that field(s) of interest.
5. Acquired knowledge of what it means to be a member of a democracy where one's opinion is valued.

Question 1: Mission Statement

A. In succinct terms, describe the core philosophy or underlying purpose of the proposed school.

It is the mission of the Martha's Vineyard Charter School to create an alternative public school that will cultivate life-long learners in a multi-aged, project-based setting.

Within an environment that models interdependence as the foundation of society:

The individual student will direct his/her own learning.

The group will make decisions together and recognize the unique contributions of each member.

The community will support and interact with the school body.

B. As a charter school, your school will be a "laboratory of innovation" in the State's larger education reform effort. With this in mind, what impact do you hope your charter school will have on the state of public education in the commonwealth of Massachusetts?

The Martha's Vineyard Charter School will show that individualized and carefully monitored progress can be attained in a public school.

Specific adaptable innovative features of the Martha's Vineyard Charter School include:

- Community interaction and service
- Student-driven curriculum
- Flexible block scheduling
- Real projects from meaningful practical themes
- Authentic assessment
- Collaborative teaching and learning
- Democratic governance
- Multi-age grouping
- Parent, student, and teacher partnerships

'Question 3: Statement of Need

A. Why is there a need for this type of school?

Martha's Vineyard is an island with six distinct towns, five of which operate K-8 elementary schools governed by their own elected school boards. Students must attend either their town's school or be home-schooled; there are no private school options available on the island for children over preschool age. A regional high school with an academic and vocational program currently based on ability grouping provides the only secondary education. Families who want alternative educational opportunities for their children must either home-school, move off the island, or send their children to off-island private schools, an option few prefer or can afford, since Martha's Vineyard has the lowest median year-round income in the state.

Martha's Vineyard is also a unique economic community. There are few corporate models here. Many individuals run their own businesses and work for themselves, demonstrating the possibilities of independent on-island livelihood for our children. Active involvement in the community will enable our students to see the options that exist for them and give them the tools and traditions they need to build their own futures.

B. Explain why the charter school model would be an appropriate vehicle to address this need.

Massachusetts charter school legislation presents a great opportunity for a growing group of Martha's Vineyard families, teachers, and citizens who share an educational philosophy and want to remain on the island, taking part in a public school. We want our children to have the local of attending, on the island, an experiential, learner-centered school that encourages individualization, cooperation, innovative learning, and authentic assessment strategies. Site-based management available in a charter school model would allow our school to be "light on its feet": responsive to students' personal education plans and able to adapt and change quickly. Our focus is also to connect to Martha's Vineyard's unique and diverse resources through apprenticeships, mentorships, and partnerships, enabling students to explore avenues for meaningful, productive livelihoods that could exist for them on the island. The current public school system is not able to meet the needs of our island-wide group because significant educational and political restructuring would be needed to present this type of program. A regional charter school offering a truly learner-centered alternative to children would be a welcome choice for island families.

Question 4: Profile of Founding Coalition

A. Describe the make-up of the group or partnership that is working together to apply for a charter, including the names of the founders and their background and experiences.

The Martha's Vineyard Charter School partnership comprises over 100 parents, educators, and other interested community members from across the island. Most island towns are represented on the Steering Committee that wrote this application. Steering Committee members have a wide variety of backgrounds (see attached resumes), bringing to the project their experience in education, parenting, the arts, business, fundraising, health, social services, and start-up ventures. All are actively involved in their communities through the schools of their children, the local hospital, public libraries, community service and other non profit organizations. In addition, all members of the Steering Committee have teaching experience; eight of its ten members are certified teachers. For details, review the coalition's resumes attached to this question.

B. Discuss how the group came together.

The group came together because of its members' interest in education and commitment to children, the development and progress of the Education Reform Act, and the seminar offered by the state called "Charting the Course: Public School Options for the 1990's" in 1993. Through open meetings advertised in the local papers, the Steering Committee grew from the original seven people who attended the seminar to its present size of ten working members. The large group that originally attended open meetings every two weeks has grown to over 150 families. The group as a whole has no affiliation with "existing schools, educational programs, businesses, or non profits," but its individual members are connected across the island through its schools, libraries, and non-profit community service organizations. The steering committee has been meeting weekly since the fall of 1993 to research and write the application for the Martha's Vineyard Charter School.

C. Include any plans for further recruitment of founders or organizers of the school.

Public meetings about the Martha's Vineyard Charter School continue to be held and are open to all. In addition to the outreach described in Question 5, we plan to use press releases, radio and TV programs, and public presentations in all towns and schools to attract others from the wider island community who might be interested in the founding and organizing of a charter school. As can be seen from the letters of support in Appendix I, we have already succeeded in attracting a broad base of support from the island community.

Nelia Hubbard Decker
P.O. Box 1674
Vineyard Haven, MA 02568
508 693-1806

Introduction:

I became interested in the concept of a charter school on Martha's Vineyard after first meeting in the summer of 1993 with a group of parents interested in educational alternatives. I then read a newspaper article about charter school legislation. The timing was perfect.

My husband and I have three elementary school aged sons who attend a local public school. We have lived on the island since 1978 and own a commercial printing shop. Both of us are actively involved with the island youth in many ways: Youth Soccer, development of a teen center, Family Planning of Martha's Vineyard and public education.

I am beginning to work towards a Masters degree in Library Science with a specific focus on children's literature. I am actively pursuing ways to enrich the island's children's educational experiences. I hope to accomplish that goal through the establishment of a charter school and through the nonprofit group that we've founded, Options in Education.

Education:

- Lesley College, Boston, MA. 1989-1992
Masters Degree in Early Childhood Education 1992
Teaching Certificate, K-3 1992
- University of California, Santa Barbara, CA. 1972-1976
Bachelor of Arts Degree, Comparative Literature

Work Experience:

- **Children's Assistant Librarian:** West Tisbury Public Library: 1993-present
- **Co-owner:** The Tisbury Printer, 1982-present
- **Manager:** The Book Den, Used and Rare Books, 1972-1980

Relevant Volunteer Work:

- West Tisbury School, School Advisory Council
 - Parent Representative 1994-present
 - Co-Chair 1993-1994
- West Tisbury School, PTO: member
 - President 1987-1989
- Trustee, West Tisbury Public Library 1990-1993
- Island Children's School, Board of Directors 1985-1986
- Martha's Vineyard Community Services, Board Member 1982-1984

Roberta Kirn
RR1 Box 755
Vineyard Haven, MA 02568
508-693-8028

Education:

- 9/73-5/78 Dartmouth College, Hanover NH
BA Theater, Dance, Music
- 9/77-12/77 Sarah Lawrence College, Bronxville NY
Exchange student in dance
- 6/76-8/76 American Dance Festival, Connecticut College, New London CT
Intensive summer program
- 1/75-8/75 Traveled in Europe and North Africa
- 9/70-5/73 Rosemary Hall, The Choate School, Wallingford CT

Work Experience:

- 11/89- present Stanwood & Co.: Piano restoration, West Tisbury, MA
Includes continuous training and work as piano technician and tuner
- 2/91-present Percussion teacher
Specializing in Afro-Caribbean folkloric music
- 5/93-present The Wakeman Center, West Tisbury MA
Landscaping Services for Consortium of conservation groups
- 8/86-11/89 American Diner, Princeton, NJ
Purchased, renovated and managed 80 seat restaurant
- 5/81-5/86 Nina Martin and Dancers, NY, NY
Performed and toured in US and Europe
- 9/78-9/86 Independent dancer/choreographer
Performed with several different small modern dance companies
and also choreographed and performed my own work in NYC

Parenting Experience:

Mother of three year old girl presently attending Montessori pre-school, step mother of three young women now 29, 28, and 20.

Other Interests:

Member and lead singer of Die Kunst Der Drum, a traditional Afro-Caribbean folkloric group performing primarily on Martha's Vineyard

Journal writing and poetry, I have taken several intensive writing workshops and have led writing groups in my home

Martha's Vineyard Charter School: member of steering committee

JACQUELINE ROGIER FITTS

RFD Box 336A
Vineyard Haven, MA 02568
(508) 693-4613

Objective	Instructional Design	
Education	HARVARD UNIVERSITY Graduate School of Education, June 1986 Cambridge, MA	
	M.Ed. Interactive Technology in Education	
	Specialized in design of interactive software and videodisc for educational applications.	
	FRAMINGHAM STATE COLLEGE, 1982 to 1984 Framingham, MA	
	Computer Science graduate courses in PASCAL, COBOL IBM-PC Assembly Languages	
	RHODE ISLAND COLLEGE, 1974 Providence, RI	
	B.A. English/History/Secondary Education	
Experience	SOFTWARE DESIGN & PROGRAMMING	
	<ul style="list-style-type: none">• "Creative Writing Construction Kit," pre-writing invention database software for grades 6 to 12. Published by J. Weston Walch, 1988.• "Resume/Careers Notebook Kit," software for grades 9 to 12, published by J. Weston Walch, 1989.• Implemented and maintained computerized Accounts Payable, Receivable and General Ledger systems.• Programming consulting includes systems for order entry, inventory, mailing list, scientific weighing, and setup of school computer bulletin board networks.	
	TECHNICAL WRITING	
	<ul style="list-style-type: none">• Student Workbooks containing instructional and enrichment activities, Teacher Manuals and Extension Activity booklets to accompany both "Creative Writing Construction Kit" and "Resume/Careers Notebook Kit" software.• Program design and grant writing for student projects using bulletin board network and desktop publishing, Martha's Vineyard Public Schools, 1987.	
	BASIC PROGRAMMING TEACHER, Adult Education, 1984 to 1985 Holliston, MA	
	<ul style="list-style-type: none">• Developed course curriculum and instructional activities, 2 terms.	
	TEACHING ASSISTANT, Grumman Data Institute, 1984 to 1985 Newton, MA	
	<ul style="list-style-type: none">• "C for Programmers" course	
	PROGRAMMER/SYSTEM MANAGER, ABComputers, 1984 to 1985 Framingham, MA	
	<ul style="list-style-type: none">• Customized and implemented complete database accounting, order entry and inventory systems for computer mail-order firm• Provided user training and technical support.• Prepared user documentation.	
	ENGLISH TEACHER, Tri-County Voc-Tech High School, 1977 to 1984 Franklin, MA	
	<ul style="list-style-type: none">• Researched and wrote full English curriculum, general and advanced levels; evaluated and selected all learning materials.• Founded and edited participatory faculty newsletter.	
	ENGLISH TEACHER, Franklin High School, 1974 to 1977 Franklin, MA	
	<ul style="list-style-type: none">• Advised student newspaper.	

- 1979-81 **Assistant Editor** for "Fire in America", a 30-minute historical compilation film produced by Chestor-Barley Films for the National Fire Protection Association.
- Production Coordinator** for 30-minute color slide tape about local alternative energy applications for the Energy Resource Group of Martha's Vineyard and the Northeast Solar Energy Center.
- Independent Producer and Editor** of a 27-minute film called "In the Language We Share". The film is about communication between cultures in the world community through music.
- Photographer, Editor, and Producer** of "Images of Africa", a 60-minute color slide presentation of original photography with African music.
- 1979-80 **Program Development Assistant** for PROJECT, an agency of Martha's Vineyard Community Services. Responsibilities included: research; planning; needs projection; program development and implementation.
- 1974-75 **B.A. in Elementary Education** with K-8 lifetime certification from the University of Massachusetts at Amherst.
- 1973 **Instructor** at the Outward Bound Lake School in Mbala, Zambia.
- 1968-70 **Undergraduate student** at Boston University, George Washington University, and the University of Rochester studying Russian language and literature, and Soviet & East European Studies.

Teaching Experience:

- 1992-93 Martha's Vineyard School District, grades 3-6
- 1985-92 Sant Bani School of Martha's Vineyard, Inc. K-8
- 1977-85 Martha's Vineyard School District, substitute teacher
- 1976 Escuela Bilingue Jose Vasconcelos, Mexico, 5-9 yr. olds
- 1975 Maple Valley School, Wendall, MA, student teacher, K-12
- 1973 Outward Bound Lake School, Mbala, Zambia, instructor

Languages: Some knowledge of French, Russian, German, Spanish and Swahili.

Travel: United States, Canada, Mexico, Ecuador, Caribbean Islands, Britain, Europe, Soviet Union, Africa, India.

Lori DiGiacomo
P.O. Box 1281
Vineyard Haven, MA 02568
508-693-3464

Education:

9/86-5/87	Washington Montessori Institute Primary Diploma (ages 2 1/2 - 6+) Association Montessori Internationale
1/82-12/84	West Chester University of Pennsylvania, B.S. Ed.
9/80-5/81	Old Dominion University
9/79-5/80	Stockton State College

Professional Experience:

4/91-6/92	Vineyard Montessori School, Vineyard Haven, MA.
9/88-6/89	After a year's absence the Board of Directors requested my return. As Head Directress, responsibilities for a class of 19 children included all educational, social, emotional aspects in a developmentally appropriate Montessori classroom. Managed classroom budget, record keeping, planning, parent-teacher conferences, parent education. Supervised and trained teaching assistants.
9/87-6/88	Montessori School of Charlottesville Charlottesville, VA, Head Directress.

Related Experience:

9/89-6/90	Tutor/Nanny for 8 year old son of James Earl Jones, Santa Monica, CA
-----------	-------------------------------------------------------------------------

Restaurant Experience:

(Summers)	
1989-1993	The Oyster Bar, Martha's Vineyard, MA, Waitress.
1978-1986	Urie's Restaurant, Wildwood, NJ, Waitress.

Other Work Experience:

6/92-9/92	Snake Papers, West Tisbury, MA, Apprentice. Fine hand papermaking and papercrafts.
10/90-4/91	Food For Thought, Stowe, VT, Baker.

Professional Organizations:

Association Montessori Internationale
Hospice of Martha's Vineyard
Kappa Delta Pi, Education Honor Society
Pennsylvania State Education Association

Personal Information:

Date of Birth:	August 17, 1961
Height:	5'4"
Weight:	108
Health:	Excellent in mind, body and spirit!!

I enjoy bike riding, reading, yoga, and gardening. I recently discovered the ancient craft of papermaking and enjoy making stationery and decorative papers. I am learning how to make paper using recycled mat board and local botanicals.

Claudia Ewing, continued

VOLUNTEER EXPERIENCE

M.V. CHARTER SCHOOL
steering committee member

1993-present

Responsibilities include participation in steering committee meetings and community meetings, research, formation of educational philosophy with group, assisting in application process.

ISLAND COOP
member

1991-present

Responsibilities have included ordering of produce for organic foods cooperative with 25 families, as well as computerized collating of orders and participation in bimonthly pick-up of food and in group meetings.

ISLAND CHILDRENS SCHOOL
board of directors, member

1991-1993

Responsibilities included creation and finalization of yearly budget, hiring and firing of teachers, assessment of educational philosophy, student admissions, reviewing by-laws, supervising fund raising, making certain school met with all state regulations, helping find permanent building site, designing of permanent building and hiring of contractors.

M.V. WALDORF COMMUNITY
member

1990-1992

Helped create and carry out community functions that were dedicated to providing the island community with enriching and enlightening experiences based on Rudolf Steiner's principles. Explored the possibilities of having a Waldorf school on the island, by looking at real-estate, state regulations and island interest.

EDUCATION

B.A. and N.Y. state high-school Social Studies teaching certificate from New York University, graduated in 1984.

'make the school easily accessible to public school transportation and to the majority of island residents. Please refer to Question 17 to review all the buildings and locations being considered for the Martha's Vineyard Charter School.

C. Describe any unique demographic characteristics of the student population to be served.

We discovered several significant findings from the report, "The Teen Assessment Project" (Appendix B). A very strong sense of community is felt by island children; 81% felt that if they were to do something wrong, other adults would probably tell their parents, and 70% felt that if they were having a serious personal problem there would be a non parental adult with whom they could talk. Vineyard teens suffer from boredom and depression at a much higher rate than average teens (pp, 8 and 12). Vineyard teens also suffer from substance abuse at a significantly higher rate than other teens (Appendix E). The overall picture is of a community rich in natural resources and with a strong sense of community, yet with many young people whose needs are not being met. Through meaningful activities within the community we hope to engage our disenfranchised youth.

D. What are the school's enrollment projections for the first five years? What is the school's ultimate enrollment goal?

The Martha's Vineyard Charter School is prepared to begin school in the fall of 1995 with 60 students ranging in ages from 10 to 16. We will, within the next three years, expand the population of students to include ages 5-19. The ultimate enrollment goal is 160 students.

E. What grade levels will be served? How many students are expected to be in each grade or groupings?

We plan to include the population that has traditionally been divided into K-12 grade levels; however, we will refer to our overall population as a school for learners ages 5-19. Because we are organizing the school around diverse and extensive multi-age groupings, as well as peer groupings, actual group sizes will vary, however we will preserve the student-teacher ratio of 10-15:1.

Question 7: Admission Policy

A. Describe the admission methods and standards you will use to select students.

The Martha's Vineyard Charter School will be open to all students, on a space-available basis, and will not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language, or academic achievement. The Martha's Vineyard Charter School will adhere to MGL Chapter 71 Section 89 and 601 CMR Section 1.05 regarding all enrollment and admission procedures.

The application process will include, but not be limited to, interviews with prospective students and their families in conjunction with visits to the school. Prospective students and their families must also show a willingness and desire to design, in concert with their adviser, a Personal Education Plan. Students who wish to apply to Martha's Vineyard Charter School but do not have a family able to support and work with them, will be matched with a sponsor who will help the child apply to the school, plan a PEP, and be a support throughout the child's school career.

It is critical that a child experience success at the charter school. Toward that end our admission criteria will be consistent with the mission of the school. It is important to have a good match between the student's personal goals and the Martha's Vineyard Charter School's stated philosophy of student-directed learning and community involvement. Academic accomplishments will not be a criterion for admission. We want to develop students who are motivated, curious, and tolerant of others.

B. Describe the process and timetable to be used for admitting students, including a plan for the admission lottery for students both within and outside the district.

We are prepared to open our doors in the fall of 1995 following the guidelines set forth in Chapter 71, Section 89 which determine the enrollment guidelines. Please refer to Appendix A which states that legislation is being filed seeking to establish Martha's Vineyard as a single town for the purpose of charter school admissions according to MGL Chapter 71 Section 89.

If the legislation allows the Martha's Vineyard Charter School to consider Martha's Vineyard as a single town, then one lottery will be held if the number of students seeking to apply is greater than the space available. There will be no preference given to the town where the charter school is located in. If the legislation does not pass, the Martha's Vineyard Charter School will conduct a lottery for admission first for the children in the town where the building is located, then if space is still available, we will open the lottery to the rest of the island. Of course in future years, siblings of students already attending the charter school will be given preference. Every attempt will be made to accommodate all the students who wish to attend the Martha's Vineyard Charter School.

8. Timetable

Provide a detailed timetable of projected steps and dates leading to the opening of a charter school.

The following pages detail the breadth of work set before the Martha's Vineyard Charter School in order to open a school for 60 children in the fall of 1995.

Part One (pp. 10A & B) demonstrates the tasks that the following groups will undertake:

- The Steering Committee Group
- The Capital Fundraising Group
- The Building Options Group
- The Educational Development Group
- The Personnel and Recruitment Group
- The Application Group
- The Finance Group
- The Development of the Board of Trustees Group
- The Public Relations Group

Part Two (pp. 10C & D) presents the schedule that the groups will follow in order to achieve the tasks listed in Part One. The schedule of events covers from November 1994 to the opening of the school in September 1995.

- ☐ Recruit staff by advertising in a variety of places
 - N.Y. Times/ Boston Globe
 - educational magazines
 - local papers
- ☐ Investigate and secure employee benefits
- ☐ Prepare contracts
 - compare with local schools
 - network with other charter schools for examples
 - fine-tune for our needs
- ☐ Establish interviewing process
 - resume
 - video of teaching
 - visit their previous situation
 - home visits
 - have variety of options for recruit to "show their stuff"
- ☐ Hire staff
 - negotiate salaries
 - sign contracts
 - organize community welcome
 - help find housing if necessary

☒ Application Group

- ☐ Select liaison to Board of Trustees
- ☐ Complete basic fact sheet
- ☐ Write necessary one page description of school: educational model, replicability, demographics, uniqueness
- ☐ Complete new application
 - compare with previous application
 - use new Pioneer Institute guidelines
- ☐ Prepare to print and mail
 - copy and collate
 - prepare graphics
 - purchase necessary folders
 - make sure all documents are sent to appropriate people on time

☒ Finance Group

- ☐ Select liaison to Board of Trustees
- ☐ Acquire accounting services
- ☐ Develop 5-year financial plan
- ☐ Prepare start-up budget
- ☐ Research and select insurance policies regarding health, general liability, property, etc.
- ☐ Pursue public resources
- ☐ Pursue private resources

- ☐ Look for possible group benefits with other charter schools
- ☐ Work with fundraising committee

☒ Development of the Board of Trustees Group

- ☐ Determine members
- ☐ Contact management consultants for possible hiring
- ☐ Acquire board insurance for each member
- ☐ Establish committee participation and work directly where appropriate
- ☐ Research and commit to transportation contract
- ☐ Confirm food service
- ☐ Continue public relations
- ☐ Research, write, and submit by-laws
- ☐ Research and file for non-profit status
- ☐ Select trustee as state liaison
- ☐ Build partnerships with
 - Vineyard Museum
 - M.V. Community Services
 - Woods Hole Maritime Institutes
 - Wampanoag Tribe
 - M.V. schools and school committees
 - other agencies as needed

☒ Public Relations Group

- ☐ Select liaison to Board of Trustees
- ☐ prepare press releases
- ☐ meet with local businesses
- ☐ meet with school committees
- ☐ meet with Cabinet of Principals
- ☐ meet with superintendent
- ☐ create liaison with other charter schools
- ☐ continue relationship with community services
- ☐ build liaison with guidance counselors
- ☐ attend town meetings
- ☐ sponsor public groups
- ☐ provide on-line question and answer help through local computer BBS
- ☐ create technology for a local bulletin board for the Martha's Vineyard Charter School
- ☐ explain and present educational innovations that we are implementing

Application	Finance	Board of Trustees	Public Relations
November	November	November	November
research teen assessment	form group	form group	form group
self select board liaison	self select board liaison	self select board liaison	self select board liaison
complete new application			
follow up on help with state			
contact commission			
December	December	December	December
make additions and corrections	meet with accountants	research board insurance	update press releases
	meet with insurance agents	contact management consultants	meet with local business association
January	January	January	January
organize mailing	finalize contracts	research transportation	meet with school committees
contact Eric Turkington		research food service	contact Principals Cabinet
contact Henri Rauschenbach			
February	February	February	February
deadline for final application	research non profit status	work with public relations	meet with superintendent
	pursue public resources	pursue non profit status	create liaison with other charters
	pursue private resources	contact state for support	build partnerships w/ social service
MARCH	MARCH	MARCH	MARCH
WE GET THE CHARTER	WE GET THE CHARTER	WE GET THE CHARTER	WE GET THE CHARTER
	work with fundraising committee	hurrah	press release
	secure bank accounts	build partnerships	community party
		Vineyard Museum	attend town meetings
		Community Services	sponsor public forum
		Woods Hole	create computer BBS
		Wampanoag Tribe	for Q & A service and help
April	April	April	April
	finalize budgets	contact MV public schools	publish newsletter re: educational
	work with accountant	contact school committees	innovations that we will be
	financial planning		implementing

Further detail on school and community interactions.

Community interaction and the resulting bond between student and community are important aspects of a student's journey through the Martha's Vineyard Charter School. Considerable effort will be focused on the cultivation of partnerships, mentorships and other innovative forms of community, school, and student relationships. The Martha's Vineyard Charter School steering committee has confirmation of verbal and written support from community leaders, businesses and agencies island-wide. The following is a partial listing of potential partnerships and avenues to be explored and developed as the school begins to unfold. (Please note that most of this listing has a brief description in Appendix G and many have written personal letters as present in Appendix I.) In addition a multitude of other opportunities with individuals and groups exists for networking within the year-round and summer populations.

Martha's Vineyard Community Services
Windemere Nursing and Rehabilitation Center
Island Councils on Aging
American Red Cross
Big Brothers and Big Sisters of M.V.
Vineyard Employment Options
M.V. Mediation Program
M.V. Literacy Program
M.V. Commission
The Vineyard Craftsmen Council
Eden: Organic Foods
Stanwood & Co., pianos
Marianne's
Seaman's Bethel
Woods Hole Maritime Institutions
Felix Neck Wildlife Sanctuary
M.V. Shellfish Group
Vineyard Conservation Society
Vineyard Open Land Foundation
Dukes County Historical Society
Meetinghouse of M.V.

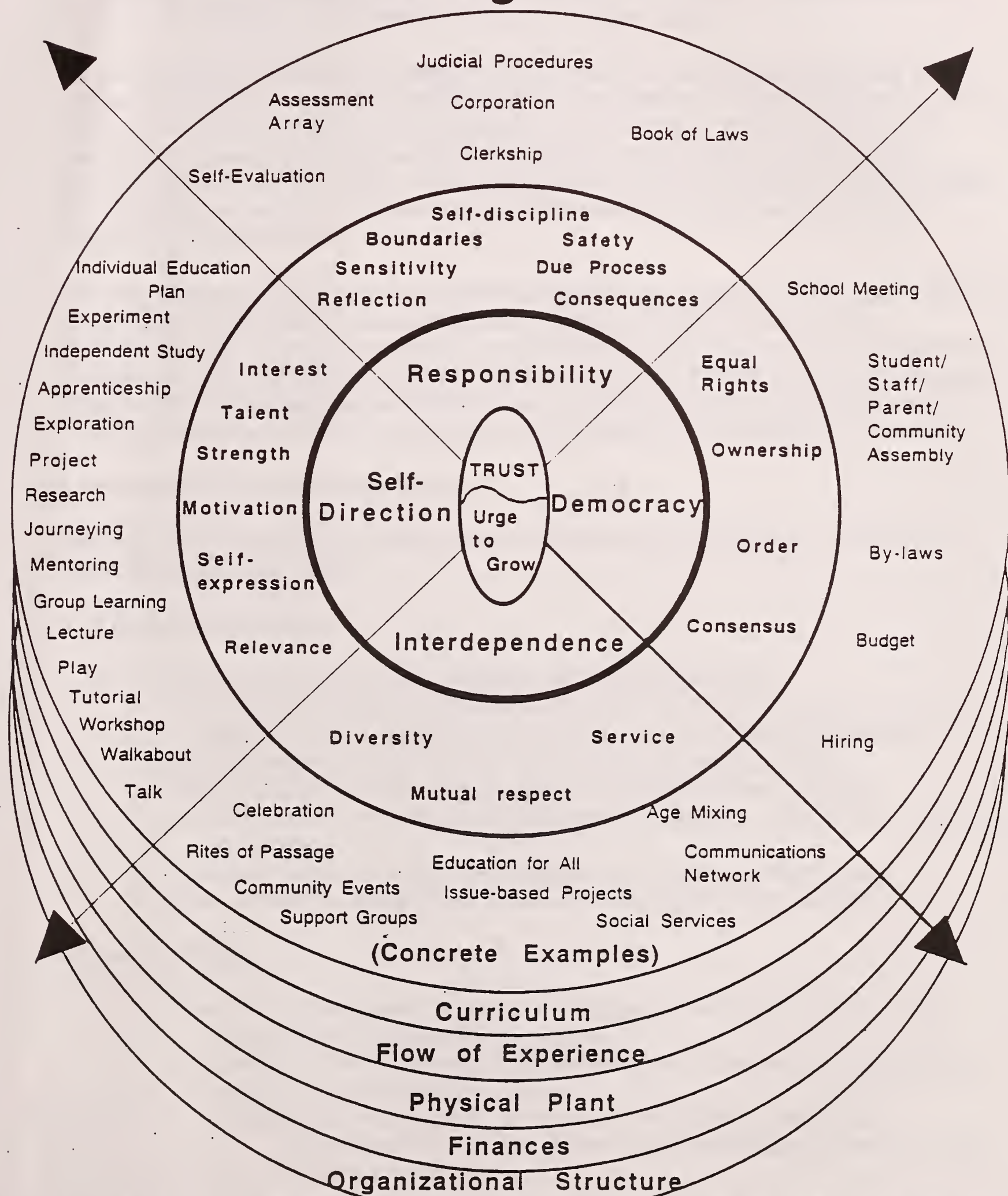
Martha's Vineyard Hospital
Elder Services
The Wampanoag Tribe
Island Food Pantry
M.V. Cerebral Palsy Camp
M.V. Chamber of Commerce
Service Corps of Retired Executives
M.V. Women's Cooperative
Tisbury Business Association
The Tisbury Printer
Parent Trading Co.
Simply Cotton
Benjamin and Cannon, Boatbuilders
Steamship Authority
Community Solar Greenhouse
Lobster Hatchery
M.V. Land Bank
M.V. Environmental Research Inst.
The Vineyard Museum and the
M.V. Center for the Visual Arts
Friends of Family Planning of M.V.

A recent example of the increasing knowledge of our efforts and positive support from the community came just last week. A steering committee member was contacted by the owner of a local garden and produce business. She had received the following information in a garden journal:

The Northeast Organic Farming Association of Massachusetts (NOFA/MASS) and the Massachusetts Audubon Society/Drumlin Farm (MAS/Drumlin Farm) are holding the 2nd annual Agriculture Conference for Educators; entitled PEAS: Providing Education through Agriculture for Students, to be held at the Memorial School in Natick, Massachusetts. The conference will address ways to tie new initiative in education into existing and developing school curricula.

The business owner encouraged our participation in this conference, offering her support

Martha's Vineyard Charter School Working Model



This model is a graphic representation of the core philosophy of the Martha's Vineyard Charter School. It was created to guide the process of making decisions and establishing concrete practices for the school. The central core empowers the four foundation principles. These generate their component elements and the resulting school practices are derived these elements and principles.

• Question 10: Educational Program

a. Describe the educational program of the school, providing a detailed overview of curriculum objectives and content in the main subject areas.

At the core of our educational program is the belief that self-directed learning is the deepest learning. The educational program of the Martha's Vineyard Charter School is designed to empower students to direct their own learning while sharing in the community's resources. With adviser and parents, each student will develop a Personal Education Plan (PEP), custom-designed to fit the individual's needs, interest, and learning styles. The PEP becomes a continuous tool for goal setting, record keeping, and assessment.

Through the school's educational program, students will construct a personal body of knowledge in the areas of humanities, social sciences, natural sciences, and mathematics that is developmentally appropriate. In addition, they will continually design and execute plans for personal wellness and study at least one foreign language. The Martha's Vineyard Charter School aims to produce young people prepared for further learning, productive employment, and responsible participation in society.

Fundamental Guiding Competencies

Students will be expected to demonstrate the following competencies, according to their developmental level:

I. Arts and Humanities

1. Constructive use of oral language and oral presentation.
2. Analysis and personal response to literature, through discussion, artistic or graphic representations, writing, and oral or dramatic presentation.
3. Reading enrichment, reflecting a broad range of reading choice.
4. Skill, in narrative, expository, creative, and work-related writing.
5. Artistic analysis, including demonstration of aesthetic judgment in music, art and theater.
6. Performance and evaluation of individual or group performances.
7. Demonstration or display of visual arts of student's own making.

II. Social Science

1. Historical investigation: ability to investigate a problem, issue, or event using primary and secondary sources.
2. Functional citizenship literacy: demonstration of a growing understanding of basic facts and concepts such as:
 - a. Basic elements of U.S. government and history, including identification of current leaders and knowledge of how our form of government works.

underlying concepts.

8. Use of mathematics to synthesize and communicate information, using the language of mathematics to organize, convey, and predict. Awareness of ways mathematics brings order in what appears to be a random and chaotic world. Ability to demonstrate the integration of mathematics and other disciplines.
9. Problem solving: ability to collaborate in problem-solving activities, to look for patterns, make conjectures, develop models and validate conclusions. Ability to observe, support, and question problem-solving work of others.

IV. Technology

1. Technological literacy: ability to use technology as a tool for creation, information, learning and communication.
2. Information literacy: ability to locate and choose appropriate resources and information, and to evaluate, apply, and use this information.

B. What teaching methods will be used? How will this pedagogy enhance student learning?

A variety of teaching methods will be used depending upon the general and specific goals of projects and learning activities. The variety of ways in which learners follow and develop their interests calls for imagination, flexibility, and responsiveness as well as organization, consistency, and dependability. Learning processes that address the wide range of diverse learning styles include the following:

Experiment	Play	Apprenticeship
Independent study	Tutorial	Workshop
Exploration	Walkabout	Project
Research	Journeying	Business
Discussion	Mentoring	Group learning
Lecture	Performance	Community service
Exhibition	Work	Practice

Learning will be supported in a variety of contexts and settings, including the following:

- **Solitude:** students will have solo-time to reflect and work on individual projects.
- **One-On-One Tutoring:** students will have opportunity to work intensively with a teacher, mentor, adviser, or fellow learner.
- **Advisory Group:** small, mixed-age group of students that will meet regularly with

Basic skill building within the fundamental guiding competencies:

Built into the daily schedule are times for students to meet for skill building and focused work on a particular subject:

- within the context of a particular project
- within the context of the Personalized Education Plan (see Question 11)
- because of a need or desire on the part of student/parents

Skill building can be presented in a variety of ways:

- mini-lessons targeting a particular area, e.g., fractions, punctuation marks, perspective drawing
- intensive courses on a particular subject, e.g., maritime history of the ancient Greeks, statistics, anatomy, Spanish
- sequential course offerings, e.g., beginning, intermediate and advanced chemistry, algebra, trig/algebra, and calculus.

Our plans are informed by many current educational curriculum design initiatives based on research on learning theory and methods. In the above description of our educational program we have borrowed from educational design models including:

- NASDC Design Teams (New American Schools Development Corp.)
- Community Learning Centers, Minnesota
- Expeditionary Learning/Outward Bound, Massachusetts
- CoNECT Schools, Massachusetts
- ATLAS Communities, Massachusetts
- Foxfire
- Sudbury Valley School, Massachusetts
- San Carlos Charter Learning Center, California
- Sonoma County Charter School, California
- Santa Barbara Charter School, California

C. Describe the school calendar and hours of operation of the school.

Please see ^{the}~~that~~ following addendum to describe the school calendar and hours of operation.

Daily Schedule:

<u>Time</u>	<u>Block</u>	<u>Hours</u>
8:15-10:15	Project period (1st start)	2
10:15-12:15	Advisory Group/Peer Group (2nd start)	2
12:15-2:15	Lunch/School Meeting/Interest Group	2
2:15-4:15	Project Period	2

Options:

A) 8:15 am - 2:15 pm	6 hrs./day=180 days
B) 10:15 am - 4:15 pm	6 hrs./day=180 days
C) 8:15 am - 4:15 pm	8 hrs./day=135 days

<i>Time</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
8:15	construction maintenance community service cottage industries	Whole School Community Projects		landscaping making materials meal preparation fundraising	
10:15	Snack, play, conversation Advisory & Peer Groups Academic & social skill concentration, Personal Education Plan developmen				
12:15	Lunch & Brief Daily Whole School Gathering Wednesday Governance Meeting 1-2:15 Interest Group Projects and Activities				
2:15	Individual, small group, service, interest group, research, arts Whole School Community Projects Sports, community issues, music, cottage industry, judiciary				
4:15					

learners. Within this framework of cooperative learning and exploring, individual issues and learning styles will be addressed through a supportive team approach. The common model of the remedial reading teacher, for instance, will be changed to a skilled reading teacher consulting with the student, parents, and other teachers on strategies to increase skills in order to access more information and knowledge. Through collaboration, knowledge, and strategy building, children will be assisted in taking new steps toward their educational growth.

We recognize the need for remediation and special needs and will address these issues further as we continue to research both topics.

C. How will the development of skills be measured?

The Personal Education Plan contains official records for documenting progress toward school outcomes, and reflects many different opportunities for measurement.

Self-evaluation is critical to the framework of this school. In a model based on self-directed learning, taking responsibility for one's own evaluation is important.

The **portfolio method** requires samples of student achievement, chosen by student and adviser. Ongoing journals, project descriptions, and narrative observations are maintained within the PEP materials.

Mentor feedback can take the form of an on-the-job supervisor's assessment of work performed, both strengths and weaknesses.

Audience impact and peer/parent responses are immediate and real methods of assessment.

Standardized testing, by the state of Massachusetts, will be fully utilized.

The students will meet daily in their peer group with their adviser, who will keep track of each advisee's PEP, as well as social issues and emotional well-being. It is important to make a daily assessment to be sure everyone is on track. The adviser monitors progress and keeps records of each student in his or her care.

How will the educational program described improve student achievement and satisfy statewide performance standards?

It is our conviction that student achievement in the MVCS will exceed levels reached in traditional public schools because of the nature and content of the educational program. Advisors, other teachers, and parents will help each individual student take responsibility for his/ her own learning, and continually monitor progress towards short and long term goals. Students who have their own sense of purpose and goals, who are supported and guided toward them as individuals, are far more likely to achieve.

Our outline of academic competencies, as well as our focus on social and emotional growth and physical wellness, coincide with the goals established by the State of Massachusetts in the Common Core of Learning. In emphasizing interaction among the students, teachers, community members, businesses, and non-profit organizations, we seek to become a model for the State's ambitions to make education a broad-based, inclusive experience which benefits the entire social fabric of communities.

We will follow closely the development of curriculum frameworks, achievement "benchmarks" and assessment tools, as the Education Reform Act is implemented further, and adapt our education program as needed to meet the standards required. Not only will we expect our students to progress steadily in learning; we expect that they will demonstrate exemplary achievement on required written tests; in their portfolios of written, oral, and visual work; in the results of projects which they complete, for themselves and for the community; and in the way they participate in the operation of the school and the life of the school community. We will expect high performance standards in the areas of the curriculum frameworks, and also in other types of important competencies.

We are mindful also of the Time and Learning Report's recommendations. A principal benefit of our individualized and flexible schedule is the better use of time for students and faculty. Our intention is to minimize the "loss" or inefficient use of time frequently experienced by many individuals (students and teachers) in traditional schools as they wait for the group, fail to become "engaged" in learning activities, or become distracted or interrupted and lose opportunity to focus on or finish an activity. We anticipate that during our eight-hour school day, each student will log well over the five hours of "structured learning" time required by the most recent Time and Learning regulations.

It is not simply the convergence of MVCS goals with the Common Core and its Frameworks that promises student achievement and performance beyond state standards. It is our fundamental trust and support for the autonomous learner's urge toward growth and mastery that seals our claim. With challenging models, authentic responsibility, the ownership of their process, and the help of their village, children will learn and grow and accomplish the works of their lives on their own initiative.

"When I grow up, I want to be... good at whoever I become." (That goes without saying.)

• Question 12: Accountability

A. What methods of self-assessment or evaluation will be used to ensure that the school is meeting its stated mission and objectives?

The Martha's Vineyard Charter School will implement a system of continuous quality improvement. Key aspects to this program will include the following:

- **identifying** the most important aspects of education and service provided by the school organization
- **developing** measurable indicators to systematically monitor our educational services in an ongoing way
- **recognizing** opportunities to improve the quality of education and services
- **acting** to improve education, to solve problems, and to evaluate the effectiveness of these actions.

We will accomplish these goals through:

- **Personal Education Plan assessment.** Each student frequently assesses him or herself with his or her adviser and parents with reference to the educational plan. This ongoing process will in effect be constantly assessing the school's ability to meet its objectives and mission statement goals.
- **Development of an internal system of peer review.**
- **Market accountability.** Monitoring the number of students interested in attending, number of teachers applying, attendance rates and a sense of community connectedness to the school will provide valuable feedback to the organization.
- **Independent evaluation.** This will be accomplished through the establishment of a network with other (charter) schools. The purpose of this network will be to share information, to assist in the assessment of the school's performance based on the school's stated mission and objectives, and to seek feedback for improving the learning environment.
- **Exit and post-graduate interviews.** We will develop a follow-up questionnaire /interview for use with students who have completed their schooling at the Martha's Vineyard Charter School. Students will be contacted to request feedback on how the school did or did not help to prepare them for their life's work or further schooling.
- **Completion of the annual report** as outlined in 601 CMR Section 1.07. The results of ongoing quality improvement activities will be shared with the school community and will be reviewed quarterly by the Board of Trustees.

Ultimately, this coordinated, comprehensive, systematic effort should result in a continuous cycle of assessment and improvement.

B. How will teachers and administrators be evaluated? Describe your standards for teacher and staff performance.

Staff, administration, and parent representatives will research and develop Professional Growth and Employment Plans that will specify identify job requirements, personal and organizational objectives, and will describe an assessment plan. Staff members will update their Professional Growth and Employment plans quarterly, identifying strength, areas for improvement, and long- and short-term strategies planned for achieving these goals.

Each staff member will be part of a support team whose members will help each other develop their goals and objectives. Support teams will meet periodically to discuss, reflect upon, and revise these goals.

Staff, administrators, parent representatives, and students will also research and construct a standard Student Rating Form to gather evaluative feedback from students. This will help teachers be more responsive to students and modify or improve their teaching or advising performance.

Further assessment will be accomplished through summary evaluations that will take place during the yearly process of contract renewal. At this time, evaluative input will be sought from students and parents as well as fellow staff members.

C. How do you plan to hold your school accountable to the public and the parents of the children in attendance at the school?

Parents will have ongoing communication with their child's adviser during the continuous process of goal setting, self-assessment, and recognition of achievement in the development of the Personal Education Plan. In addition written reports will be issued regularly with comments from each of the staff with whom the child has studied.

Recognizing that factors associated with family life play a pivotal role in student growth, development, and achievement, the Martha's Vineyard Charter School will strongly encourage and seek family involvement. Parents will be welcomed within the school environment. Through the democratic nature of the decision-making process, parents will have a say in what happens in the school and be encouraged to volunteer or take part in various capacities. A strong school/family connection will help the school to be more responsive to students, help parents keep in touch with their children's activities, and involve families in learning projects.

An advisory Board to the Board of Trustees will be set up to support our goal of community outreach and dialogue. It will be made up of key members of the community representing the cultural, social, and ethnic diversity of the Island. This group, which will include parents, will be advisory only but will help keep the Board

Question 13: Human Resources Information

A. Describe the standards to be used in the hiring process, including teacher certification requirements or any other professional credentials.

The Board of Trustees with counsel from the staff recruiting committee, will hire any full- or part-time staff. A set of criteria will be devised and an application form will be created.

The criteria will ask for evidence of the following abilities:

- to embrace child centered thinking skills
- to take risks
- to self assess and set goals
- to demonstrate an expertise
- to work collaboratively and communicate effectively,
- to work with multi-age and multi-ability groupings,
- to utilize different teaching methods competently,
- to act as facilitator for children's learning.

A measure of professional standing will be requested of applicants. We anticipate that a high percentage of our core group of teachers will have current teaching certificates.

The Charter School will publicize available positions in the local and regional papers with advertisements reflecting our philosophy. The package sent to prospective applicants will request a written application, a presentation demonstrating the applicant's strengths as a teacher and a person, a portfolio, and an interview.

A hiring team composed of Charter School Trustees, staff, parents, and students will review the applications and portfolios, and schedule presentations and interviews. The hiring team will make recommendations on hiring to the Board of Trustees, which will make the final hiring decision.

B. What is the targeted staff size and teacher/student ratio?

Our desired teacher-student ratio is one teacher for every 10-15 students. In the fall of 1995 we will open with five teachers and 60 students. Within three to five years we will reach our target student population of 160 students, and twelve teachers. Our needs for ancillary staff will be determined as the school evolves as we expect to organize and fully utilize a Volunteer Program and an Experts-In-Residence program.

C. What professional development opportunities will be available to teachers and other staff?

Staff development will be a priority. The most essential ingredient of staff

Question 14: School Governance

A. Describe the internal form of management to be implemented at your school, including any plans to contract with an outside group to manage the school.

Decision making and problem solving will be a shared process among everyone involved at the school. Teachers, staff, students, and parents will have the choice to participate in weekly school meetings, sit on management committees, and participate in Board of Trustees meetings. The weekly meetings will be conducted according to a town meeting model, and will include a written agenda and an elected chairperson. Democracy by consensus will be the method of decision making at these meetings. Recommendations after school community consensus is reached, will be made to the Board of Trustees and for those decisions that need to be finalized by the Board of Trustees pursuant to 601CMR 1.05. If necessary the Board of Trustees will provide the vote necessary to alleviate school impasses.

The school will implement an internal management system based on each school community member's accepting a responsibility based on their own interest and expertise. These "management committees" will be formed to provide leadership within the following areas of school management. Other committees will be formed as the need arises.

Management committees

Professional Growth	Community Programs
Site	Landscaping
Charter School Network	Curriculum/Education Development
Finance	Public Relations/Parent Education
Social	Staff Evaluation
Capital Fundraising	Enrollment

We will hire clerical, custodial and food services personnel as recommended by the various school management committees to the Board of Trustees.

B. How will the Board of Trustees be chosen?

An interim Board of Trustees will be chosen by the founding members. Later, the board members will be chosen by the whole school community at annual elections. The board will eventually have seven members with staggered terms. A requirement of members of this board is that they share the common vision, philosophy and goals as stated in the mission statement of our charter school, and that they ensure the continuity of the school.

Question 15: School Community

A. What type of community environment do you hope to foster at your school?

The Martha's Vineyard Charter School will foster a community environment that is centered around trust, cooperation, and respect. The school community will model democracy at its best. All members of the school community will have equal rights and responsibilities. Students and staff will be active participants in school governance (see Question 14). Furthermore, by serving on committees such as carpentry, landscaping and food preparation, all members of the school community will be responsible for the general upkeep and maintenance of the school. We will strive to make trust, cooperation and respect an implicit part of the interaction between the students and staff in their peer groups, multi-age groups and adviser/advisee relationships.

B. Describe the nature and extent of parent involvement in the life of the school.

Martha's Vineyard Charter School considers parent involvement in all areas of the school crucial. As documented in Secretary of Education, Richard Riley's report, *Strong Families Strong Schools*, "Greater family involvement in children's learning is a crucial link to achieving a high quality education and a safe disciplined learning environment for every student."

As outline in question 11, parents will be involved in the development of their child's PEP (Personal Education Plan). Adviser, parent, and student conferences will be held quarterly or as often as needed to review the PEP. Parents will have ongoing communication with their child's adviser. In addition, parents will participate in school meetings, sit on committees, and participate in the work of the Board of Trustees.

All Martha's Vineyard Charter School families will be encouraged to contribute to the school through volunteering in a variety of ways: in the classroom, office, or on committees, providing lessons of special interest, assisting with field trips, helping to provide and build materials to be used at the school, becoming a family "sponsor" for children in need, or participating in our Experts-In-Residence program, which will tap the expertise of individual parents and community members. We are dedicated to finding a way for every family to participate and feel welcomed in the school. We also recognize the new definitions of "family" and will respect and work with every child and his or her family.

Question 16: Replicability and District Relations

A. How will your charter school offer replicable educational models to the schools in the surrounding districts?

The Charter School is offering a systemically different approach to education. Portions of it can be adapted for use in the current public school system, improving a particular curriculum or program. The process of simply filling out an application for a charter school has raised the level of thinking about education on the island and opened new areas of dialogue between parents and educators. However we believe that the implementation of the fundamental beliefs of the Charter School require more than piecemeal and fragmented stabs at reform. It requires a paradigm shift, a change in thinking about the way people learn—a de-institutionalizing of learning if you will.

The educational model we are proposing will not be prohibitive in terms of cost or management, so in that sense our program can be replicated. The public schools do need a working model. Many people in public education aspire to the philosophy and goals of the Martha's Vineyard Charter School. The shift in thinking requires the following:

- viewing children as a resource and opportunity instead of a client, a problem, or an end result.
- shared decision making among parents, students and teachers
- emphasis on life-long learning and personal choice
- alternative staffing models, making efficient use of professional teachers, by using community resources and support staff
- a process of learning that is child-centered and experiential

The various ways that these goals are accomplished will be broken down into finite programs, curricular units and management pieces. Thus, specific components of the Charter School can be adopted by the public school system. However, for real change, reform must be sweeping and particular, challenging the current notions of how people learn and teach. The Charter School could be a model for the state-mandated restructuring of the public schools. What we will do is provide a framework for new paradigms and systemic or comprehensive change.

B. If applicable, provide any specific programs to be provided by the charter school which would directly benefit the district.

We will have an open door policy for anyone who wishes to visit the school: educators, parents, students, and community members. It is critical that the Charter School be available for casual visiting as well as for students who wish to sample programs. We will offer, on a space-available basis, participation in classes and projects to children outside the charter school. Our workshops and assemblies will be open to the public.

Question 17: Building Options:

A. Describe your present options for a school building.

Our research into school building options for the Martha's Vineyard Charter School reveals a number of possibilities. Several choices involve a campus-style layout--utilizing sites with preexisting buildings. Other sites could meet our structural needs if a new building were constructed.

Our criteria for a building site for the Martha's Vineyard Charter School includes:

- A central location easily accessible to all island residents, and reachable by existing public school bus lines and public transportation.
- A rural setting with open space. There must be natural areas for the children to be able to run, walk, explore, and experience learning with an outdoor focus. Since our school will encourage the use of natural resources, the ideal location would be near water to accommodate the parts of our curriculum that explore the island's major natural resource.
- Building and land that allow for expansion.

We have included an overall island map (see Appendix J) to indicate the areas currently under consideration. We have also included a site-specific map (see Appendix K) for site #1, the Featherstone Farm. In the following sections, each site is described, with emphasis on its suitability for the proposed school, progress made so far, and future plans for the acquisition of a school building. (Also refer to Question 17 D.)

SITE #1: Featherstone Farm:

This 25-acre parcel, most recently used as a horse farm, is mostly wooded, with a few open fields, a number of ancient ways and paths, a main house, a second house, two barns, and several outbuilding. It lies within two-tenths of a mile of the Lagoon, a large salt-water pond. It is centrally located near major roadways with easy access to existing public school bus lines. We have initiated dialogue with the owners and have received positive support from the Vineyard Transit Authority, the island's regional transportation agency, toward securing public transportation for our programs. The Featherstone Farm lies at the heart of a circle encompassing several important Island institutions. Our philosophical goals and our intergenerational focus would be well served by proximity of the following:

- **Island Elderly Housing**--a live-in elder community that abuts the property and is connected to it by ancient ways (walking paths).

years. They have also offered courses for college credit as an external campus program of Lesley College and other institutions. They have expressed an interest in developing new partnerships in education. Their campus in Vineyard Haven, the island's main port and year-round town, is across from the Vineyard Haven Public Library, and within walking distance of the harbor. Its four main buildings are in use mostly at night, and will be suitable for daytime use by the Martha's Vineyard Charter School. A partnership with a higher learning institute is an exciting possibility. Minimal renovation would be required as the buildings are already in compliance with public and educational building codes.

We remain open to other available land and or buildings that meet our original requirements.

B. Demonstrate how this site(s) would be a suitable facility for the proposed school, including any plans to renovate and bring facility to compliance with all applicable school building codes.

All of the potential sites meet the criteria described in Question 17A above. For any of the sites, renovation of existing buildings for school use is possible and necessary. For several of our options, construction of a community building (for large group meetings, etc.) might be the first educational project for students interested in acquiring and honing their planning, math and building skills. Negotiating the building acquisition, especially all the permitting processes, would guarantee some useful life-long skills!

The island community has risen repeatedly to the challenge of participating in this type of project. See attached article following this question regarding the M.V. Agriculture Society's barn raising. Such financial support, labor-power support and in-kind donation support has on numerous occasions shown itself to be a strength of this unique community. Off-island support is also evident: a professor at the Boston Architectural Center has offered to make the Charter School a special project for his students. This partnership would provide us with free architectural consultation for us and a unique experience for the students involved.

C. Discuss any progress or future plans for acquisition of a school building.

Leasing space will give us initial flexibility in observing how our programming needs will match space utilization and student population needs. Several of the options outlined above could prove appropriate for purchase. Please see Section D below.

D. Describe financing plans, if any.

In order to secure a building/site and to ensure the financial stability of the Martha's Vineyard Charter School, we have initiated the following preliminary financial plan.

rend the eye. And candle the ear, The church steeple rises purely to the heavens; The sky is o-

VINEYARD

located at Alachua, Venezuela, seven miles off southeast coast of Venezuela. Maximum population 11,000 in summer. Twenty miles from city of New Bedford. Air miles from Houston and 150 miles from New York.



GAZETT

pledged to the interest of the soft tissue of the
Alabamas. Accepted for publication 10-1-1900.
(Accepted for publication 10-1-1900.)

1001-1-1045

41701 Vineyard (Barrett Inc)

VINYARDIAZEE, MARTHA S. VINYARD, MASS. JUN 1941 NOV 1941 R 11 17



THE FARM ROSEMARY AROV THE FAMILIAR, F. F. AIN IN THE RURAL TOWN OF WEST ISMIR

*Proud Moment for Vineyard Agricultural Society:
An Old Barn Captures the Spirit of an Island*

By Y'CHENI' GILZMAN and MARK ALANI (SV) with

[illegible]

"I think a lot folks" said Thomas Hearn the agricultural society leader, "are taking chairmen on Sunday night. I think everyone probably the same way. I am sure we will remember the day when we will have even less from all corners of the island doing this for the birds from April to June."

"Martha Vinson said it is certainly a very special day. I think that of special people and a lot of special people are right inside of this barn right now. The 11th of July 1922 was the birth of the bird banding year to replace the old one which this year is replaced by the new one."

see a fall which has grown too small for the annual agricultural fair. Dismissed by island volunteers last spring, the barn was reassembled this year by about 150 people on Friday and more than 700 on Saturday and Sunday each by Saturday. No Hawaiian volunteers were a hindrance to the scientific and pleasant hard to sustain to get more material freely for Sunday, when 1,000 square feet of the barn's walls were shingled. The sight of so many people working together was so inspiring, the staff

"After time in the afternoon Sun day there was all these people shopping and they all started going along the beach, refusing to open, stumping, he said. There were kids that were waving and playing football and there were football players and basketball players and everything, but when there were 111 I never forgot it."

At 11:40 a.s. things were not moving there at the beginning new law passed on Pamblico. Road in Ward 10.

"I'll never forget it myself," said

There may be very few people who have not heard of the famous case of the blind men and an elephant. In this story, several people were touching the elephant and making conclusions about its shape. One person touched the leg and said it was like a pillar, another touched the ear and said it was like a fan, and so on. The moral of the story is that we should not judge things based on a single perspective.

THE FINAL FORM OF A LIFE AFFILIATION IS IMPLICITLY DRAWN FOR IT INVOLVES HARD WORK AND A SPIRIT OF COMMUNITY SHARING.

Vision and Volunteers Create New Barr

[illegible]

Still, this is more a variety of products, rather than a new concept. He said that it is not a new concept.

“I was, like a kid, when I was young, and I said, ‘I want to be a professional,’” he said. “I was, like a kid, when I was young, and I said, ‘I want to be a professional,’” he said. “I was, like a kid, when I was young, and I said, ‘I want to be a professional,’” he said.

...and he creates them with an enormous table from heaven of plywood to combine the roller coaster and hot air balloon.

Specialists were terrified of the chance of accidentally supporting them in 1973 when the island collapsed behind the Thomson and Thompson buildings on the Crystal Palace site. It was then that the island was taken down and rebuilt the week before Christmas.

"This is incredible," Mr Woodroffe adds.

[illegible]

WHAT IS THE PROBLEM AND WHY DOES IT MATTER?



· **Question 18: Code of Conduct**

A. Discuss any rule or guidelines governing student behavior.

The rules and guidelines of the Martha's Vineyard Charter School will be generated by the entire school community. They will reflect basic assumptions of a democratic society: protection of individual rights, respect for each other and the environment, and personal responsibility for individual actions, which includes accepting consequences for personal choices. A written document will be created that will clearly lay out rules to be followed by the members of the school community. This document will be provided to all community members and will be a living document, subject to review and change.

B. Describe your school's policies regarding student expulsion and suspension.

For extreme disciplinary measures such as suspension or expulsion a clear procedure will be followed. As part of our governance structure we will set up a Judiciary Committee made up of students and staff. The committee will follow procedures to review, evaluate, and interpret the code of conduct established in our by laws and MGL. Chapter 76 sections 16 and 17, and Chapter 71 section 37h. A meeting will be held with the student, the family, and the adviser to discuss the recommendation of the committee.

Question 20: Funding

A. Devise a start-up budget covering the planning and capital expenses before school opening.

The Martha's Vineyard Charter School steering committee formed a non profit organization named "Options in Education." We have raised money through this organization to help cover the costs of start-up expenses thus far. We will continue to do so and to tap into our incredible volunteer group for necessary services. Through Options in Education we are researching grants, possible gifts, and seed money for the Martha's Vineyard Charter School. We are aware of the responsibility of raising money for start-up costs.

The budget that follows includes the planning and expenses necessary for opening the Martha's Vineyard Charter School. We are working with local businesses and banks to help anticipate possible cash-flow challenges with creative financial planning.

B. Do you plan to conduct any fund-raising efforts to generate capital or to supplement the per pupil allocations? If so, explain.

We expect to do major fundraising for the Martha's Vineyard Charter School; some of our plans is outlined in Question 8. Because we are suggesting a year-round program but only getting per-pupil money equivalent to the regular ten-month public school session, we will have to raise funds to employ staff to cover our extended calendar.

Looking at our calendar in Question 10, you will notice we have a variety of attendance choices for children. Many children will want to have their summers free, others will not. We will provide our regular "Project" program to those Charter School students who want to attend the summer session. We will then offer a summer program available to the general public on a weekly basis, operating as a summer camp. This summer program, run for profit, will complement our existing program and give other island children a chance to see what the Charter School is like and also provide a summer program for the many vacationing families on Martha's Vineyard. We expect this to be an huge success given the fact that many island families are anxious to have their children involved in a productive program while they are operating their businesses during the height of the tourist season.

C. Using the attached template, devise a 5-year budget covering all projected sources of revenue, both public and private, and planned expenditures.

The following budget (enclosed spreadsheet) itemizes revenue and expenditures for the next five years.

CHARTER SCHOOL OPERATING BUDGET 1995-2000

YEARS	94-95	95-96	96-97	97-98	98-99	99-00
Full-time Teachers	0	5	8	10	12	12
Students Enrolled	0	60	90	120	160	160
REVENUE						
Pupil Tuition @ \$5000	0	300,000	450,000	600,000	800,000	800,000
Summer Program	0	10,000	15,000	15,000	18,000	18,000
Total Revenue		310,000	465,000	615,000	818,000	818,000
EXPENSES						
Site						
Rent	0	16,000	16,000	16,000	16,000	16,000
Telephone	0	600	600	600	600	600
Fuel	0	2,400	2,600	2,800	3,000	3,200
Electric	0	2,000	2,100	2,200	2,300	2,400
Insurance	0	3,000	3,000	3,000	3,000	3,000
Permits	0	500	200	200	200	200
Maintenance	0	1,000	1,000	1,000	1,000	1,000
Playground	0	1,000	1,000	250	250	250
Disposal Fees	0	1,000	1,000	1,000	1,000	1,000
Bathroom Supplies	0	1,000	1,300	1,600	1,900	2,100
Furniture	0	3,000	1,500	1,500	2,000	2,500
Safety Codes	0	1,800	200	200	200	200
Total Site Costs	0	33,300	30,500	30,350	31,450	32,450
Administrative						
Trustees Insurance	0	1,500	1,500	1,500	1,500	1,500
Audit	0	1,000	1,000	1,000	1,000	1,000
Total Administrative	0	2,500	2,500	2,500	2,500	2,500
Office						
Supplies	0	1,200	1,200	1,200	1,200	1,200
Copy Machine	0	1,000	0	0	0	0
Paper	0	200	200	220	250	270
Laminator	0	500	500	500	500	500
Computers	0	2,000	500	500	500	500
Payroll	0	800	800	800	800	800
Printing	0	600	600	600	650	650
Postage	0	500	525	550	575	600
Advertising	0	600	600	600	600	600
Total Office	0	7,400	4,925	4,970	5,075	5,120

CHARTER SCHOOL OPERATING BUDGET 1995-2000

YEARS	94-95	95-96	96-97	97-98	98-99	99-00
Personnel-Salaries						
Teachers	0	150,000	240,000	300,000	360,000	360,000
Custodial	0	1,500	1,500	1,500	1,500	1,500
FICA @ 7.5%	0	11,250	18,000	22,500	27,000	27,000
Health Insurance	0	25,000	35,000	50,000	60,000	60,000
Medicare @ 1.45%	0	2,175	3,480	4,350	5,220	5,220
Worker's Comp @ 2%	0	3,000	4,800	6,000	7,200	7,200
Special Needs	0	5,000	6,000	7,000	8,000	9,000
Health Asst	0	1,000	1,200	1,400	1,600	1,800
Experts in Residence	0	3,000	3,500	4,000	4,500	5,000
Substitutes	0	1,000	1,200	1,244	1,600	1,800
Staff development	0	1,500	2,000	2,500	3,000	3,500
<i>Total Salaries</i>	0	204,425	316,680	400,494	479,620	482,020
Supplies						
Instructional	0	6,000	8,000	10,000	12,000	14,000
Computer Hardware	0	9,000	3,000	3,500	4,000	4,500
Computer Software	0	1,500	1,500	1,500	1,500	1,500
General Supplies	0	1,000	1,200	1,400	1,600	1,800
<i>Total Supplies</i>	0	17,500	13,700	16,400	19,100	21,800
Other Services						
Field trips	0	2,000	2,200	2,400	2,600	2,800
Vehicle Lease	0	5,000	5,000	5,000	5,000	5,000
Vehicle Insurance	0	1,000	1,000	1,000	1,000	1,000
Fuel	0	250	250	250	250	250
Food Services	0	500	500	500	500	500
<i>Total Other Services</i>	0	8,750	8,950	9,150	9,350	9,550
District Transportation						
Bus Travel	0	28,000	30,000	32,000	34,000	36,000
<i>Total District</i>	0	28,000	30,000	32,000	34,000	36,000
TOTAL EXPENSES		\$301,875	\$407,255	\$495,864	\$581,095	\$589,440
TOTAL REVENUE		\$310,000	\$465,000	\$615,000	\$818,000	\$818,000
SURPLUS (DEFICIT)		\$8,125	\$57,745	\$119,136	\$236,905	\$228,560

Question 21: Transportation

A. Discuss plans for transporting students within the local district to and from school. What arrangements, if any, will be made with the local school committee?

In accordance with the provisions outlined in MGL Chapter 71 section 89., the Martha's Vineyard Charter School will negotiate with each of the local school committees to ensure transportation on the same terms and conditions as transportation provided to children attending local district schools. We plan to have a centrally located facility near the regional high school so that we may be able to link up with the present transportation system.

Parents will also be asked to help transport students to and from school or to drop-off points on bus routes. The Martha's Vineyard Charter School plans to purchase at least one vehicle that may be used to carry children to and from school and/or on field trips.

B. How will students who live outside the local district be transported?

Due to the make-up of the island of Martha's Vineyard, being outside the district does not suggest logistical problems as far as transportation is concerned. We will contract with the existing bus services to ensure transportation for each child to our school. We will also enlist parent support in car-pooling our students if necessary.

C. If you plan to implement an extended day or extended year program which requires transportation beyond what the district provides, what arrangement will be made to transport students?

Transportation needs arising from any extended day or year programs will be implemented in coordination with other existing public schools, the public transportation on the island, and parent-operated car pools if permitted. In speaking to the Vineyard Transit Authority, we find they are willing and interested in working with us to provide adequate transportation for the students.

• **Question 22: Liability and Insurance:**

A. Describe your school's insurance coverage plans, including health, general liability, property and Director's and Officer's liability coverage.

To explore insurance policies available to provide coverage necessary to operate a school, we have contacted several agents who do municipal insurance and/or non-profit organization packages. From these brokers we have surmised, as witnessed in question 20 itemizing insurance fees, that a variety of options exist.

Given the charter school legislation, particularly Chapter 71. Section 89, allowing for schools "(h) to have such other powers available to a business corporation formed under chapter one hundred and fifty-six B that are inconsistent with this chapter," there is an opportunity to develop a non profit package for our school.

We have proposed a minimum allocation of \$5,000 per person toward a health insurance package for full-time employees, \$4,000 toward a commercial liability package, \$1,500 toward a Board of Trustees liability policy, and \$4,000 toward a property liability policy. Within this framework we will pursue specific packages that apply to the school and the projected location of the school.

B. To demonstrate the safety and structural soundness of the school, please submit written documentation of: Inspection by a local building inspector: Inspection by local Fire Department: Approval under MGL c.148 from the municipal licensing authority for use of any explosives and flammable compounds or liquids in connection with courses taught at the school; Compliance with all other federal and state health and safety laws and regulations.

We are actively pursuing several locations for the Martha's Vineyard Charter School as outlined in Question 17. We are aware of the permits and local regulations granting permission regarding the uses of certain facilities and are in touch with the appropriate inspectors to ensure that all codes and regulations will be met at each location.

The following people are currently building, and zoning inspectors in the towns where we are negotiating property. They are responsible for fire safety also.

- Oak Bluffs: Richard Mavro 693-5513
- West Tisbury: Ernest Mendenhall 693-9659 Zoning: Lenny Jason 627-8312
- Vineyard Haven: Kenneth Barwick 693-1910

The following people are Board of Health inspectors who will ensure compliance with federal and state health and safety laws and regulations in the towns where we are negotiating for property:

- Oak Bluffs: Shirley Fauteaux 693-5502
- West Tisbury: John Powers 693-9659
- Vineyard Haven: Tom Pachico 696-4200

- School vision

Article IV The Board of Trustees

- Membership
- Meetings
- Powers and Duties
- Vacancies
- School Vision

Article V: advisory Board

- Membership
- Meetings
- Powers and duties
- School Vision

Article VI: The School Meeting

- Membership
- Meetings
- Powers and Duties
- School Vision

Article VII: Privacy

- MGL Regulations
- Policies and Descriptions

Article VIII: School Policies

- Procedural rules
- Enrollment, fees
- Graduation
- Fiscal policies
- Staff Hiring Policies
- School calendar
- Attendance
- Campus rules
- Child Abuse
- Special Education
- Mental Health
- School Vision

Article IX: Rules Protecting the General Welfare of the School Community

- Preamble
- Safety regulations
- Personal rights and protection
- Protection of private and public property
- General rules

- Adoption of new motions
- Requests for special expenditures
- Disorders
- Order of business at regular meetings
- School meeting officers
- Election procedures
- Vacancies and removals
- Emergencies
- Staff hiring procedures
- Executive committee

Article XVI: The Judicial System

- The judicial committee
- Judicial clerks
- Procedures for complaints/grievances
- Law clerk

CONTRACTS:

The following is a sample teacher contract to be used with the full-time teaching staff. With the help of legal counsel, similar documents are being prepared for part-time employees. We are expecting to receive a variety of volunteer services from the community and from parents in areas of legal matters, accounting, insurance assistance and other related business areas.

Martha's Vineyard Charter School State of Massachusetts

EMPLOYMENT CONTRACT

1.0 RESPONSIBILITIES

- 1.1 I am responsible to the Martha's Vineyard Charter School staff team for making a contribution (as defined by the staff team) towards providing an educational experience for the enrolled learners that meets the outcomes specified in the Martha's Vineyard Charter School.

2.0 COMPENSATION

- 2.1 My starting compensation will be as follows: Base pay for the 184 days during the school year is _____. Services will begin _____ and will end _____ and will not exceed _____ days of service. I am hereby classified by this Board as a probationary employee, subject to the acceptance of this offer. The Martha's Vineyard Charter School will provide health and welfare benefits of _____ per month (_____ annually) to be used to select insurance plans offered by the Martha's Vineyard Charter School. Retirement benefits will be provided through FICA, as is appropriate to the classification of employment or as is required by statute. Pre-opening daily rates will be calculated on the base salary offered by Martha's Vineyard Charter School Governance Council. Pre-opening rates are based on planning time from the date of hire to the opening date of the school year.

This offer of employment is made subject to the laws of Massachusetts and to the lawful rules of the State Board of Education affecting the terms and conditions of employment by

APPENDIX B

TAPPING INTO TEEN CONCERNS, PERCEPTIONS AND BEHAVIORS ON MARTHA'S VINEYARD

A REPORT OF THE TEEN ASSESSMENT PROJECT FOR GRADES 7 - 12 MARTHA'S VINEYARD, MASSACHUSETTS



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Dept. of Child & Family Studies
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and
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Grant Coordinator,
Martha's Vineyard Schools
(508)693-2007

Local funding and support
provided by:
Martha's Vineyard Teen
Pregnancy Consortium,
Martha's Vineyard Substance
Abuse Prevention Program,
and the
University of Massachusetts
Cooperative Extension System
Stockbridge Hall
University of Massachusetts
Amherst, MA 01003
1-800-374-4446

Depression among Martha's Vineyard teens appears to be a problem for about one in five of the surveyed teens (24% of females versus 12% of males). Like depression, girls were more likely to report having thoughts of suicide.

Body image is a concern for most teens at some point. Martha's Vineyard teens are more likely to skip meals as a method of losing weight than to use more invasive methods. A much higher percentage of girls than boys reports behaviors associated with eating disorders.

Sexuality Issues

Many Martha's Vineyard teens surveyed have had sexual intercourse. Overall, 40% of all students reported that they have had sexual intercourse; 60% have not. Almost 74% of 12th graders have had sexual intercourse, with 20% reporting five or more sexual partners. Only 46% of sexually active teens consistently use some form of birth control.

Many teens on Martha's Vineyard don't talk with their parents about sexuality. Sixty percent (60%) never or rarely talk to their mothers and 77% never or rarely talk to their fathers about premarital sex. Sixty-seven (67%) never or rarely talk to their mothers and 73% never or rarely talk to their fathers about birth control.

Teens who are not sexually active are consistently more likely to see more perceived costs for sexual intercourse. Chief among these perceived costs was fear that they might contract AIDS or another sexually-transmitted disease, that this would effect their future plans for college or a career, and that they or their partner may get pregnant.

Twenty-four students reported they had "*been pregnant or made someone pregnant.*" Additionally, 13 students said they were "*not sure, but might have made someone pregnant.*" The MV Hospital reports 12 live births to teens in the past year. When teens were asked what they would do if they or their partner were to become pregnant, 41% said they didn't know. Twenty-one (21%) said they would get an abortion, 7% would consider having their child adopted, 30% said they would keep the child.

Eleven percent of the students indicated some worry over whether they might be gay or lesbian.

Physical and Sexual Abuse

In this survey, physical abuse is when a person is "*beat up, hit with an object, kicked or [a victim of] some other form of physical force.*" A total of 105 students reported having been physically abused by an adult.

The percentages of sexual abuse are much higher among females than among males across all grade levels. By the 12th grade, 1 in 7 girls reported they had been sexually abused at some point in their life. The definition included in the survey for sexual abuse is "*when someone in your family or another person does sexual things to you or makes you do sexual things to them that you don't want to do.*" However, 51 students across the grades did not answer this question, raising the concern of substantial under reporting of sexual abuse. Additionally, 15% of junior and senior girls said they had been forced to have unwanted intercourse with another teenager. Island professionals working with youth consider it likely that these behaviors are underestimated according to their anecdotal evidence and reporting.

Alcohol and Other Drug Abuse

The survey found that significant numbers of Martha's Vineyard students use tobacco, alcohol and other drugs. Seventy-two percent (72%) of all students believe it is "*easy*" or "*very easy*" to obtain beer/wine/liquor. Fifty-five percent (55%) of all seniors report using alcohol abusively (5 or more alcoholic drinks in a row) at least once in the month before the survey.

Ten percent (10%) of all students report smoking on a daily basis, with the numbers gradually increasing from one percent (1%) in 7th grade to twenty-six percent (26%) in 12th grade. Marijuana is viewed as being "*very easy*" to obtain. Our statistics show the rapid increase in use among high school students to nearly 50% of all high school seniors.

These emerging dependencies put youth at risk for delaying emotional and intellectual growth; developing problems with schools, friends and families; incurring ill health and reduced longevity; accidents; suicide; and unwanted pregnancies (Pfeifer, Schector, and Yoast, 1987).

Perceptions of School and Community

Most Martha's Vineyard teens (60%) enjoy going to school. Nearly 80% felt they were getting a good, high-quality education. Seniors, in particular, appreciate their education. Less than half of the students (41%) spends some time participating in school sports; about 46% spend 5 to 15 hours per week studying; and 73% spend 5 or more hours per week "*hanging out*" with friends.

CHAPTER 2

Administration of the Martha's Vineyard Teen Assessment Project

Overview

This report is the result of a joint effort between the University of Wisconsin-Extension, Cooperative Extension, the School of Family Resources and Consumer Sciences at the University of Wisconsin-Madison, The University of Massachusetts Cooperative Extension System (Dukes County Office), the Martha's Vineyard Teen Pregnancy Consortium, and the Martha's Vineyard schools in Edgartown, Oak Bluffs, Tisbury, West Tisbury and the Regional High School, through the Substance Abuse Prevention Program.

A 160-item survey, developed by Dr. Stephen Small, University of Wisconsin-Madison/Extension, assesses teen perceptions of a variety of areas. These include: the community and school; teen aspirations; concerns and attitudes about various aspects of their lives; teen mental and physical health; the frequency with which teens reported engaging in various behaviors.

Members of the Martha's Vineyard TAP Committee, comprised of Martha's Vineyard Teen Pregnancy Consortium members, school administrators, agency representatives, reviewed the most recent copy of the TAP survey.

Alice Robinson, formerly Extension Specialist in 4H Youth Developments and Family Life Education with the University of Massachusetts Cooperative Extension System in Dukes County, worked with the Committee.

To have more complete data, all teens in grades 7 through 12 participated, rather than a sample of teens. Individual school committees and principals decided if they would participate. All parents in the participating schools were notified about the purpose of TAP through a passive consent form, which asked parents to contact the school if they did not want their children to participate.

To insure accurate and honest responses, the surveys were anonymous. Students were told not to put their names on the forms and each student was asked to place their computer answer forms in an envelope. Students were assured that no one would look at individual responses. They were also informed that the survey was voluntary and that they did not have to participate. Most students chose to participate.

After collection of the computer answer sheets, the sheets were examined for obvious patterns, scribbling, etc.; and to remove unusable answer forms. The University of Wisconsin-Madison received 662 usable surveys for analysis.

As is evidenced, thoughts about suicide are fairly common during the teen years. Fortunately, not many teens act on these thoughts. However, the fact that they are having such thoughts may indicate several things including a current disappointment or frustration, depression, feeling alienated or detached from others, as well as an unrealistic conception about suicide and death.

Suicide ranks second as a cause of death among teens aged 15-19 nationally. In the past 20 years, the suicide rate among adolescents 10-19 years old has more than doubled (Wisconsin Department of Health and Social Services, 1990). Experts speculate that there are approximately 6 to 10 suicide attempts for each suicide actually completed in the general adult population while there may be 100-300 suicide attempts for every completed suicide for teens. In general, girls are 4 to 8 times more likely to attempt suicide than boys, but boys who attempt suicide are much more likely to complete it. This is because boys tend to use more violent methods like hanging or shooting while girls are more likely to use slower and less lethal methods like poisoning themselves with pills or cutting their wrists.

11% of the males and 22% of the females responded yes when asked "*Have you ever actually tried to kill yourself?*" It is difficult to know what these attempts consisted of or how life threatening they were. However, they should all be taken seriously. In numerical terms this translates to 38 males and 71 females. (Item 74)

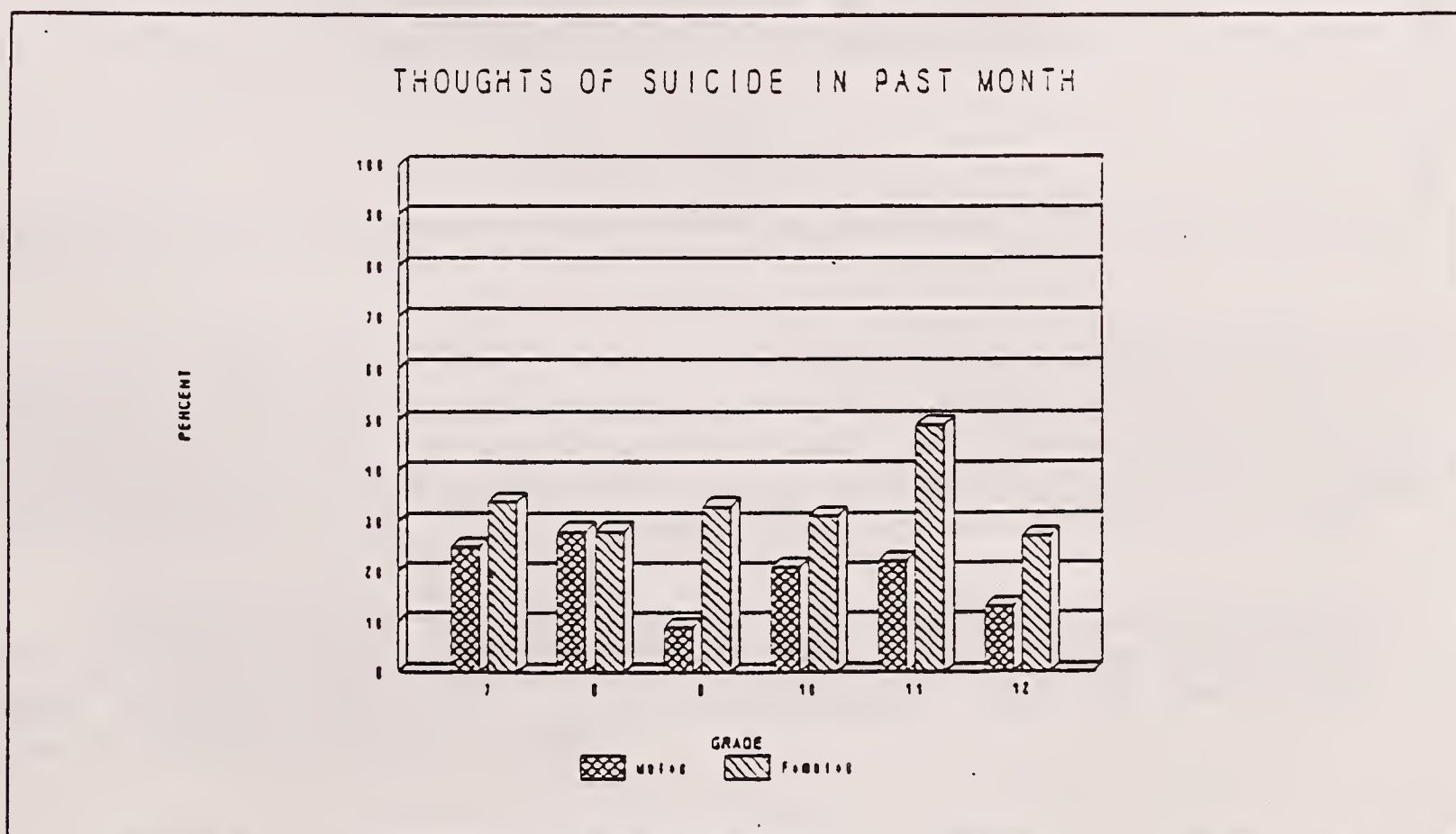


Figure 4-4

more classes (5% of the total). The highest percentage of students cutting classes were in the junior and senior classes.

Figure 8-2 displays the percentage of students by grade and gender who agreed with the statement, "*The rules in my school are enforced fairly.*" (Item 48) Older students were less likely to feel that the rules at school are fairly enforced, until the senior year.

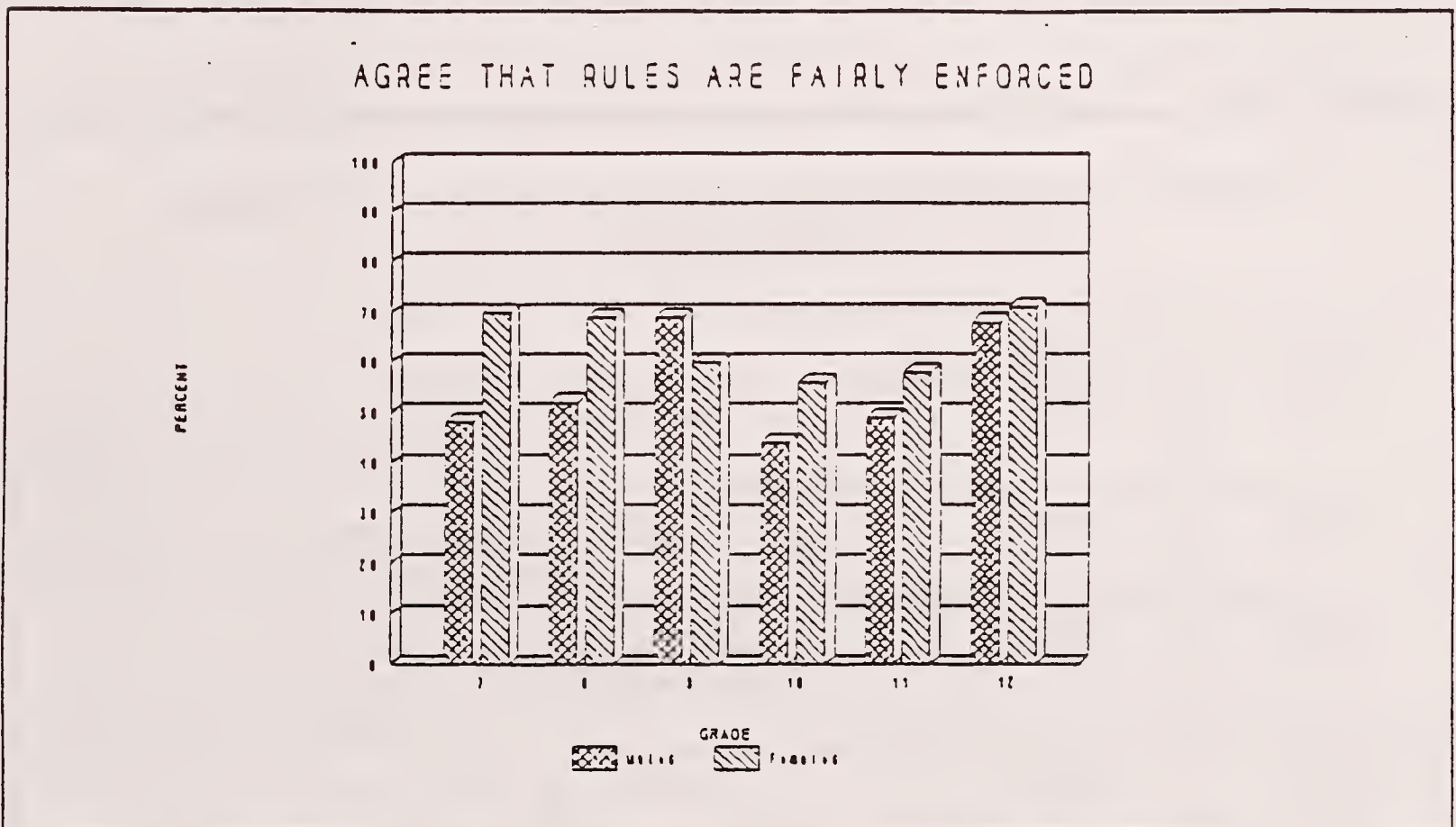


Figure 8-2

Sixty-eight percent (68%) of all females and 73% of all males have plans to continue their education after high school. (Item 60) Going to a 4-year college or university was the most common response by both males and females; going to a 2-year college or vocational/technical school was the second most common choice. Only 4% of teen admitted they will probably drop out of high school. (Item 49)

Positive involvement of parents in their child's education is a key factor in school success. Eighty-nine percent (89%) of the students "*agree*" or "*strongly agree*" with the statement "*My parents are interested in what I am learning and how I'm doing in school.*" (Item 53)

Perception of Community Involvement with Teens

Martha's Vineyard teens are very aware of the community in which they live. Several questions asked for the students' opinions around how much the community pays attention to teens, and particularly if teens find community members supportive. (Items 50, 52, 54-58) Figure 8-4 delineates the responses of teens who feel the community is aware of and responsive to teen behaviors but does not necessarily offer sufficient activities to meet their need to have fun.

"AGREE" OR "STRONGLY AGREE" WITH COMMUNITY SUPPORT STATEMENTS		
	Male	Female
I can count on the police if I am having a problem or need help, etc.	44%	61%
Adults in my neighborhood or community keep an eye on what teens are up to.	48%	43%
If I were having a serious personal problem, there is an adult who's not my parent whom I would feel okay talking to.	63%	76%
If an adult in my town saw me drinking alcohol, they would probably tell my parents.	75%	78%
If I had a problem, there are neighbors whom I could count on to help me.	52%	57%
If I were to do something wrong, adults in my town would probably tell my parents.	81%	81%
In my community there are lots of fun things for kids my age to do.	25%	20%

Figure 8-4

Communicating about Personal Problems

Parent-teen communication is an important vehicle for sharing ideas, values, concerns and dreams. As numerous scholars and family professionals have noted, good communication is vital to the well being of parent-teen relations.

Figure 9-2 displays the percentage of teens, by gender, who say they "*never*" or "*rarely*" talk to their mother or father about their personal problems. Teens are more likely to talk with their mothers than with their fathers. More than half (55%) of all teens "*never*" or "*rarely*" talk to their fathers about personal problems while about half (46%) of all teens report "*never*" or "*rarely*" talking with their mothers. (Items 120 & 126)

"RARELY" OR "NEVER" TALK TO PARENTS ABOUT THEIR PERSONAL PROBLEMS		
Gender	Never or Rarely Talk with Mother	Never or Rarely Talk with Father
Males	51%	32%
Females	44%	55%

Figure 9-2

When asked "*Who would you go to to discuss a personal problem?*" half of the teens (51%) responded "*one of my friends.*" While their first choice was to turn to a friend, their second choice was a parent (17%) and their third choice (9%) was an adult friend. (Item 72) Figure 8-3 pictures this.

PERSON TO WHOM TEENS WOULD GO TO DISCUSS PERSONAL PROBLEMS	
One of my friends	52%
Parent	17%
Adult friend	9%
Brother or sister	8%
Teacher, coach or school counselor	7%
Grandparent or other adult relative	4%
Other (clergy, employer, youth organization leader)	3%

Figure 9-3

Parental Support and Love

Another factor that is central to the development of children and the general quality of the parent-teen relationship is how supportive and loving parents are. (Items 95-102) Figure 9-5 highlights teen views on parental support.

PARENTAL SUPPORT		
My father and/or mother:	Always or most of the time	Rarely or never
are there when I need them.	67%	13%
trust me.	71%	11%
care about me.	84%	6%
are fair enforcing family rules.	57%	15%

Figure 9-5

Decision-Making

Research has shown that those teenagers who are the most competent, responsible and have the highest self-esteem are more likely to have parents who allow them to express their opinions, involve them in making decisions and rules, and explain the reasons behind family rules and discipline (Demo, Small, Savins-Williams, 1987).

By involving children in making decisions, parents teach their teens how to make important and wise decisions under their watchful supervision. This parenting style is known as democratic: *"My mother/father and I talk about it and together we come to a decision."* Such a parenting style can be contrasted with the authoritarian style where parents make most or all the decisions and allow their child little say in decisions or rules, (*"My mother/father tells me exactly what to do"*). With the permissive parenting style, parents allow their child to make all decisions with little or no input or advice from them (*"She/he doesn't care what I do, so I decide for myself"*). Figure 9-6 illustrates teens' perspectives on the parenting styles of their own parents. (Items 89 & 90)

how much effort their parents make to get to know their friends. Figure 9-7 shows the percentage of all students who reported how parents monitor their behavior in various important aspects of their lives. (Items 103-111)

PARENTS MONITOR TEEN BEHAVIOR "MOST OF THE TIME" OR "ALWAYS"	
Parents ask where I'm going	82%
Call to let parents know if going to be home late	82%
Parents know friends	77%
Tell my parents who I'm going to be with	68%
When out at night, parents know where I am	66%
Parents know after school plans	64%
Parents know parents of my friends	51%
Talk with parents about plans with friends	43%
Know how I spend my money	42%

Figure 9-7

It is important to point out that effective parental monitoring of teenagers does not mean that parents must always be present, nor does it suggest that parents should be overly intrusive in their children's lives. Rather, it implies that parents show an active interest in the lives of their children and a willingness to enforce family rules and raise issues that concern them.

CHAPTER 10

Understanding Teen Behaviors in the Context of Adolescent Development

Adolescence is a time of transitions characterized by significant changes in physical, intellectual, psychosocial, and moral development. It is a time when young people move from the simple, structured world of childhood to the complex and often ambiguous adult society. While most adolescents manage this transition successfully, some youngsters have problems negotiating the changes from childhood to adolescence and/or from adolescence to adulthood.

Over the past twenty years, social scientists have been searching for factors that differentiate those youngsters who are at greater risk for developing problems from those who are not. The nature of adolescence today places all young people at risk because the widespread use of alcohol and drugs and the level of sexual activity among American adolescents exposes large numbers of young people to these problems. Parental substance abuse and the lack of role models also contribute to the increased risks. Yet we know that some individuals are more likely to initiate and continue these problem behaviors than others (Steinberg, 1989).

Although there are factors that make contemporary adolescence a risky period for the onset of substance abuse and other problematic behaviors, there are vast differences within the adolescent population in vulnerability to these risks. There are some risk factors which seem to increase an individual's susceptibility to dangerous or problem behaviors; other factors seem to offer some protection or enhance the youngster's ability to resist the problem behaviors.

Some of these risk and protective factors involve the biological, cognitive or psychosocial changes experienced by the young person during the adolescent years. Other factors are directly related to the adolescent's changing social relationships, particularly those with family members and peers which can influence problem behaviors. At another level, transitions in an adolescent's relation with school, work settings, family and society at large can influence decisions and behaviors of teens. Understanding the transitions that occur during adolescence can help to minimize the risk factors and enhance the protective factors to help support the healthy development of our young people.

An area of special significance is understanding the cognitive changes of adolescence. As they mature, adolescents' thinking becomes more sophisticated and more adult-like in many respects. Because they are showing signs of more adult-like thought processes, adolescents and adults may treat them as mature adults all the time. However, as they become more introspective, teens often go through periods of extreme self absorption which Elkind (1978) calls "adolescent egocentrism." This

responsible behavior, and who devalues drug and alcohol use, is at relatively low risk for substance abuse and associated problems. In contrast, the young person who possesses few skills and little hope for the future, who associates with peers who embrace an antisocial or pro-drug lifestyle, and who spends a large part of his or her day isolated from adults, runs a greater risk of developing problem behaviors. Consequently, it's exceedingly important to understand influences on the adolescent's self-conceptions, social relations, and activity patterns.

TABLE 1.1. EMPLOYMENT

	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981
<hr/>											
Total employment											
Employment	100	100	100	100	100	100	100	100	100	100	100
Unemployment rate (%)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total employment											
Employment	100	100	100	100	100	100	100	100	100	100	100
Unemployment rate (%)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total employment											
Employment	100	100	100	100	100	100	100	100	100	100	100
Unemployment rate (%)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total employment											
Employment	100	100	100	100	100	100	100	100	100	100	100
Unemployment rate (%)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total employment											
Employment	100	100	100	100	100	100	100	100	100	100	100
Unemployment rate (%)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total employment											
Employment	100	100	100	100	100	100	100	100	100	100	100
Unemployment rate (%)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

NOTE: Unemployment rate = (Total employment - Total employment) / Total employment.

Statewide and Dukes County Substance Use Indicators:

Data presented in Indicators of Substance Use in Massachusetts, a 1992 report prepared by Health and Addictions Research, Inc. on behalf of the State of Massachusetts suggests that the residents of Dukes County have a significantly higher-than-average prevalence of substance abuse.

- Between 1986 and 1990, an average of 146 persons from Dukes County were discharged annually from acute care hospitals following substance abuse treatment. This translates into a rate of 1,254 discharges per 100,000 population, over three times the State-wide rate of 389 per 100,000 population.
- Between 1986 and 1990, 192 persons annually were admitted to publicly-funded substance abuse treatment facilities. This translates to a rate of 1,646/100,000 population for Dukes County, versus 1,584/100,000 for the State of Massachusetts.
- Arrests for operating a motor vehicle while under the influence of drugs/alcohol (OUI) is a legal indicator of substance abuse. In Dukes County, 204 persons appeared before the court for OUI violations. This rate of 1,751/100,000 surpassed the State-wide rate by 273%.

APPENDIX F

MARTHA'S VINEYARD REGIONAL HIGH SCHOOL Oak Bluffs, Massachusetts 02557



Principal: Dr. Gregory Scotten
Ass't. Principal: Dougal Herr
Vocational Education Director: Kevin Carr

Guidance Director: Joseph Didato
Counselors: Mary Kay MacDonald
Shauna Nute
Guidance Secretary: Bonnie Jackson
Telephone: (508) 693-1033
Fax: (508) 693-1891

THE ISLAND

The island of Martha's Vineyard, six miles south of Woods Hole on Cape Cod and eighty miles south of Boston, consists of six small communities - Tisbury, Oak Bluffs, Edgartown, West Tisbury, Chilmark, and Gay Head. It is approximately twenty miles long and ten miles wide, with a permanent population of 15,000 and a summer population in excess of 80,000. The Woods Hole, Martha's Vineyard, and Nantucket Steamship Authority provides year round ferry service to the mainland. As more individuals and families take up permanent residence on the Vineyard, especially those seeking a life style different from urban living, the island's inhabitants have become increasingly heterogeneous ethnically, socially, and economically. Building and home maintenance, tourism, and commercial fisheries provide the principal work opportunities for our inhabitants.

THE SCHOOL

The Martha's Vineyard Regional High School, built in 1959 and renovated in 1980, is a four year secondary school that serves all six island communities. The school strives to meet the needs of an increasingly diverse student body whose interests range from vocational to college preparatory. Currently, 59 professional educators serve the needs of our 490 student body. The school's drop-out rate is 4% and slightly more than 70% of our graduates attend post-secondary schools. Of those who continue their education in baccalaureate degree programs on the mainland, few however, find the island conducive to earning their livelihood. Annual follow-up studies of our graduates attending college, show that approximately 85% successfully adjust and remain to complete their freshman year.

THE CURRICULUM

Students attending Martha's Vineyard Regional may choose from any of the following programs: college preparatory, business education, and vocational training. Achievement grouping predominates. In addition to earning a minimum of 100 points of credit, all students must fulfill the following minimum course requirements for graduation: 4 years of English; 3½ years in Social Studies; 2 years each in Mathematics and Science; and 4 years in Health and Physical Education. They may also elect course work in the dramatic arts, the fine arts, home economics, industrial arts, foreign language, music, business education and computer science. Considerable depth of study - the equivalent of 4 to 6 years - can be acquired in many major subjects and A.P. courses are offered in English, Calculus, Biology and European History. Independent study proposals submitted by students and supported by teachers and administration may add further to this depth of study. For those needing remediation or possessing special needs, the Regional employs a full-time reading teacher, a school psychologist and several special needs instructors.

HEALTH AND HUMAN SERVICES

M.V. HOSPITAL

MARTHA'S VINEYARD HOSPITAL
LINTON LANE
OAK BLUFFS 02557
Main Switchboard: 693-0410
President: Abbie Taylor

Martha's Vineyard Hospital is a 73-bed non-profit community hospital dedicated to meeting the primary health care needs of the Island. It is fully accredited by the Joint Commission on Accreditation of Health Care Organizations and licensed by the Department of Public Health of the Commonwealth of Massachusetts. It is a member of the American Hospital Association and the Cape and Islands Hospital Consortium.

The Hospital offers the following services:

Ambulatory Surgery

Cafeteria - Open to the public.

Cardiac Rehabilitation Program - Education, exercise, rehabilitation counseling for patients at risk for heart problems. Physician referral only.

Child Care Center - Licensed for children one month to seven years. The center is open to employees of all Hospital Foundation organizations. Ext. 445 or 455.

Diagnostic Radiology - Routine X-rays, CAT-scan, ultrasound and nuclear medicine available by physician referral. Mammography available on a self-referral basis.

Dialysis - A four-station outpatient hemodialysis unit is available to residents and visitors with end stage renal disease, by physician referral.

Employee Assistance Program - Available to Island employers for use by their employees, this program offers appropriate care/counseling for a broad range of human relations problems including alcohol and drug abuse, emotional and behavioral disorders, family and marital discord and legal and financial problems. Self-referral, ext. 120.

Emergency Services - A fully-staffed emergency room has physician and nursing staff coverage 24 hours a day, 365 days a year.

Helicopter Pad - Enables swift, emergency transport by helicopter for patients to top medical care in nearby metropolitan centers.

Intensive Care Unit - A four-bed unit with sophisticated monitoring devices and a highly-trained nursing staff to keep a constant watch over the seriously-ill patient.

Laboratory - The fully-accredited lab is manned by qualified technicians who conduct a full range of tests.

Lifeline - A personal emergency response system which sustains independence for elderly or disabled people living at home. Self-referral, 693-6386.

Long Term Care - The 41-bed unit offers the Island's only licensed nursing home care.

Maternity/Nursery - Full services including a birthing room and prenatal classes, offering individualized care for mothers, babies and families.

Nutrition - Individual and group nutrition and diet counseling. Self-referral, ext. 448 or 220.

Physical Therapy - Therapeutic treatments provided by skilled physical therapist using modern equipment for orthopedic, neurological and medical problems or injuries.

Pulmonary Rehabilitation Service - Education, exercise, rehabilitation counseling for patients with chronic lung disease. Self-referral, ext. 243.

Social Services - Counseling for patients and families, discharge planning, referrals to Long Term Care, nursing homes and other facilities.

Substance Abuse Program - Detoxification, post-detoxification, outpatient services and referral. Self-referral, ext. 106.

Volunteers - For more information, call ext. 218.

Hospital-based medical staff is available in the following departments: *Anesthesiology; Family Practice; Family Practice/Internal Medicine; Neurology; Obstetrics/Gynecology/Infertility; Pediatrics; Psychiatry; Radiology; Surgery.*

Specialists in the following disciplines visit the Island on a regular basis: *Cardiology*, physician referral necessary, one Friday per month; *Ophthalmology*, weekly as needed; *ENT/Audiology*, one Friday per month; *Urology*, third Monday of the month; *Orthopedics*, every Monday and Thursday; *Plastic and Reconstructive Surgery*, one Friday per month.

For more information on the medical staff or the visiting specialists, contact the hospital.

M.V. COMMUNITY SERVICES

MARTHA'S VINEYARD COMMUNITY SERVICES

P.O. BOX 369

VINEYARD HAVEN 02568

(EDG-VHAV RD., OAK BLUFFS)

693-7900 (Connecting all departments unless noted)

Director: Ned Robinson-Lynch

Administration; Bernadette LaPorte - Responsible for billing, payroll and accounts payable.

Alcohol/Substance Abuse Services - Comprehensive program including group and individual services for treatment of alcohol and other substance abuse problems. Services include education, counseling, support and referral. Medicaid, insurance accepted. Sliding fee scale available.

Early Childhood Programs (ECP); Director, Debbie Milne - Services include: child care for infants through age six in both Family Day Care and a center-based program designed to support children, teachers and families (funding available); home-based Head Start Program for 3 and 4 year-old children with weekly socialization; consultation on parenting issues; Discovery Rooms open on weekends for parents to play

Correction, Edg; 8 pm Vineyard Living Sober Group, St. Elizabeth's Hall (across from fire station), Edg; 8:30 pm closed speaker mtg, WT Congregational Church.
Saturday - 10 am open step mtg, First Baptist Church, VH; 7:30 pm open young peoples' mtg, Community Services Building, OB; 8 pm open speaker mtg, Federated Church, Edg.

CAREGIVERS SUPPORT GROUPS

Monday - 2 pm, Hillside Village community room (third Monday at Tisbury Senior Center). For information, call Joyce, 696-4205.

Friday - Caregivers for the Chronically Ill, 12 noon - 1:30 pm, M.V. Hospital social services department. For information, call Sue Madeiras, 693-0410 (8:30 am - 2:30 pm).

CO-DEPENDENTS ANONYMOUS

Wednesday - 7 pm open discussion mtg, The Anchors, Edg.

Thursday - 6:30 pm open discussion mtg, M.V. Hospital medical library.

NARCOTICS ANONYMOUS

For emergency help, rides and information, call helpline 693-7155. All meetings are non-smoking.

Sunday - 7 pm open speakers discussion, The Anchors, Edg.

Monday - 7:00 pm basic text study and discussion, Community Services complex, Building 3, OB.

Tuesday - 7 pm 1-2-3 step discussion, St. Augustine's parish hall, VH.

Wednesday - 5 pm open speakers discussion, Town Hall, GH.

Thursday - 8 pm 12 step discussion, Community Services Complex, Building 3, OB.

Friday - 7 pm open discussion, St. Augustine's parish hall, VH.

Saturday - 7 pm open speaker discussion mtg, M.V. Hospital medical library.

OVERCOMERS OUTREACH

For information call 693-4031.

Friday - 7:30 pm Christian 12 step mtg, Faith Community Church, Edg.

OVEREATERS ANONYMOUS

Beginners welcomed at all meetings. For information call 693-3703.

Sunday - 10 am, M.V. Hospital medical library.

Tuesday - 6:30 pm, M.V. Hospital medical library.

Thursday - 7 pm, Community Services Complex, OB.

Friday - 7 pm step mtg, Grace Church, VH.

PHOBICS ANONYMOUS

For information call 627-8226.

SEX AND LOVE ADDICTS ANONYMOUS

For information call 693-5806.

Wednesday - 6 pm step mtg, upstairs conference room, M.V. Hospital.

WIDOW TO WIDOWER SUPPORT GROUP

For information, call Rosemary, 693-8851.

Monday - 10:30 am, West Tisbury Church.

OTHER IMPORTANT SERVICES

AIDS TESTING AND SUPPORT SERVICES

AIDS Testing: Free, confidential AIDS testing on-island; 1-800-696-2437

AIDS Alliance of Martha's Vineyard, Inc.

P.O. Box 2093, Vineyard Haven 02568

Office: The Anchors, 10 Daggett St., Edgartown

Kate Lingren, LICSW, 627-8868

AIDS Alliance services include advocacy, resources, education, hotline support, case management and counseling for individuals and families.

Discussion and Information group meetings - open to the public, 1st Thursday every month, 7 - 8:30 pm., The Anchors, Edg.

Confidential support group for people with AIDS/HIV - meets regularly. For time and place, call 627-8868.

ELDER SERVICES

Elder Services of Cape Cod and the Islands, Inc.

Office: 693-4393

Elder and Handicapped Van Service: 693-4633

Nutrition Site, Edgartown: 627-4368

Nutrition Site, Vineyard Haven: 693-8337

Nutrition Site, West Tisbury: 693-2896

Elder Services of Cape Cod and the Islands, Inc. is a private non-profit corporation designated by the Executive Office of Elder Affairs (Commonwealth of Massachusetts) to serve as the area agency on aging. The agency administers the Commonwealth's home care program for Martha's Vineyard.

Services offered by this agency include: information and referral; case management; home care; transportation; Meals on Wheels; congregate nutrition programs; senior aide employment program.

Edgartown Council on Aging

The Anchors, 10 Daggett St., Edgartown

627-4368

Oak Bluffs Council on Aging

Wamsutta Ave., Oak Bluffs

693-4509

Island Council on Aging

Unton Lane, Oak Bluffs

693-4120

Tisbury Council on Aging

Tisbury Senior Center, Pinetree Lane, Vineyard Haven

696-4205

Up-Island Council on Aging

Howes House, State Rd., West Tisbury

693-2896

PARENTAL SUPPORT

Island Parents Advisory Council
For Students With Special Needs
P.O. Box 2151
Edgartown 02539
Jim Rankin, 627-5121
Carol Kennedy, 693-8612

Committee advises and consults with Island school committees on issues involving students with special needs.

Island Parents Educational Support & Training Center
P.O. Box 524
Vineyard Haven 02568
693-8612
Executive Director - Carol Kennedy

Serving Martha's Vineyard and Nantucket. Provides educational support to parents of children that receive special education services. Have a lending library of books and videos.

New Hope
93 Route 6A
Sandwich, MA 02563
1-888-3832
Joanne Claussen

New Hope offers 2 programs to Martha's Vineyard families. Their Parent Aide Program provides a trained and supervised parent aide volunteer to families experiencing the stress of parenting. Their Parenting Partners Program provides parent aid services and respite care to families with children.

**SERVICES FOR SEAMEN/WOMEN AND FISHERMEN/WOMEN**

The Seaman's Bethel
A Branch of the Boston Seaman's Friend Society
15 Beach Rd., P.O. Box 1821
Vineyard Haven 02568
693-9317, 1-617-426-1665

The Bethel offers direct, short-term help to all individuals (and their families) whose living depends on the sea. It provides emergency assistance, information and referral services, and individual advocacy for seafarers needing help with unions, employers or government agencies. It seeks to assist seamen and women in their efforts to improve those conditions that affect their livelihood, helping them to collectively address common concerns that impact on their well-being, by facilitating cooperative initiatives and endeavors.

SMALL BUSINESS ASSISTANCE

SCORE (Service Corps of Retired Executives) volunteers provide free consultation services for a wide range of business matters. For an appointment on Island with a SCORE representative, call 693-0085.

SOCIAL SECURITY

A Social Security Administration representative will be on the Island once a month at the Oak Bluffs Council on Aging on Wamsutta Avenue from 10 am - 1 pm on the following days.

SOCIAL SECURITY REP VISITS

1993	1994
January 25	January 24
February 22	February 28
March 22	March 28
April 25	April 24
May 24	May 23
June 28	June 27
July 26	July 25
August 23	August 22
September 27	September 26
October 25	October 24
November 22	November 28
December 27	December 19

For more information, call or write:

Social Security Administration
344A Gifford Street
Falmouth, MA 02540
1-548-8150, 1-800-772-1213

SOCIAL SERVICES

Department of Social Services of
the Commonwealth of Massachusetts
22 Commercial St.
South Yarmouth, MA 02664
1-800-352-0711

Tisbury Inn Building
Main St., P.O. Box 650
Vineyard Haven 02568
693-5581, 693-8880, 1-800-232-0991

The Department of Social Services (DSS) handles child abuse and neglect, voluntary daycare, counseling and services for special needs children. DSS target population is families with children.

The South Yarmouth office handles information and referrals, child abuse and neglect reports and voluntary applications for service. The Vineyard Haven office handles on-going case work.

NON-PROFIT ORGANIZATIONS

CHURCHES

APOSTOLIC

Apostolic House of Prayer, Pequot Avenue, Oak Bluffs, Pastor Marcia Buckley, 693-8485. Sunday school, 9:30 am. Morning service, Sunday 11 am. Evening service, Sunday, Tuesday and Friday, 7 pm.

ASSEMBLY OF GOD

Vineyard Assembly of God, State Road, Vineyard Haven, Rev. Greg Bar, 693-4622. Sunday school, 9:30 am; Sunday worship, 10:30 am; Sunday praise, worship and prayer, 6:30 pm. Mid-week service, adult Bible study, youth group and children's ministries, Wednesday 7 pm.

BAPTIST

First Baptist Church, Spring St., Vineyard Haven, Rev. Peter Sanborn, 693-1539. Sunday worship service and church school, 11 am. Nursery & Kindergarten facilities.

Community Baptist Church, State Rd., Gay Head, Rev. Peter Sanborn, 693-1539. Sunday service, 9 am.

Faith Community Church, 315 Meeting House Way, Edgartown, 693-4031/693-5268. Sunday service and children's Sunday school, 10 am. Nursery available. Bible study, Wednesday 7:30 pm. Overcomers outreach Christian 12 step meeting, Friday 7:30 pm. Prayer meeting, Saturday 8 pm.

CHRISTIAN

Island Christian Church, Tom Simmons, Minister, 693-8052. Sunday service, 10 am at Lambert's Cove Church, West Tisbury; Tuesday evening Bible study, 7:30 pm, 32 Skiff Ave., Vineyard Haven. Resource center open Tuesday and Thursday evenings, and by appointment.

CHRISTIAN SCIENCE

Christian Science Society, New York Ave., Oak Bluffs. Sunday service and Sunday school, 10 am. Wednesday service, 7:30 pm. Reading room, 693-6464, Tisbury Inn, Beach Rd., Vineyard Haven: Tuesday through Friday, 10 am to 3 pm; Saturday, 10 am to 12:30 pm.

CONGREGATIONAL

First Congregational Church of West Tisbury, U.C.C., State Rd, West Tisbury, Rev. James Martin, 693-2842. Sunday service and Sunday school, 10 am.

EPISCOPAL

Grace Church, Woodlawn Ave., Vineyard Haven, Rev. Terry L Henry, 693-0332. Sunday service, 8 and 10 am. Holy Eucharist, Thursday noon.

St. Andrew's, N. Summer St., Edgartown, Rev. Robert D. Edmunds, Rector, 627-5330. Summer: Sunday

service (Holy Eucharist), 8 and 10:30 am. Sunday family service, 9:15 am. Winter: Sunday service (Holy Eucharist), 8 and 10 am; Sunday school, 10 am.

Trinity Episcopal Church, Ocean Ave., Oak Bluffs, 693-3780. Visiting Episcopal clergy of Massachusetts. Late June through Labor Day. Sunday service, 9 am. Holy Eucharist.

FEDERATED

Federated Church, S. Summer St., Edgartown, Pastor John Schule, 627-4421. Congregational and Baptist. Sunday service and church school, 10:30 am. Organ recital, Friday 12:10 pm.

INTERDENOMINATIONAL

The Tabernacle, Trinity Park, Oak Bluffs, 693-0525. July and August. Sunday service, 9:30 am. Community sing, Wednesday 8 pm.

Union Chapel, Kennebec Ave., Oak Bluffs. July and August. Sunday service, 10 am. For information call 693-9010; summer, 693-2426.

JEHOVAH'S WITNESS

Kingdom Hall, Pine Tree Road, Vineyard Haven, 693-3932. Sunday talk, 10:30 am. Watchtower study, Sunday 11:30 am. Book study, Tuesday 7 pm. Theocratic Ministry school, Thursday 7 pm. Service meeting, Thursday 7:45 pm.

JEWISH

Martha's Vineyard Hebrew Center, Centre Street, Vineyard Haven, Rabbi Emeritus Rayfield Helman, 693-0745. Friday service, 8 pm.

METHODIST

Chilmark Community Church, Menemsha Cross Rd., Chilmark, Rev. Arlene Bodge, 645-3100. Sunday service, 10:30 am.

Christ United Methodist Church, Church St., Vineyard Haven, Pastor Alan Wood, 693-0476. Sunday service, July and August, 9:30 am; September through June, 10:30 am.

Edgartown United Methodist Church, Old Whaling Church, Main St., Edgartown, Rev. Arlene Bodge, 645-3100. Sunday service, 9 am.

Lambert's Cove United Methodist Church, Lambert's Cove Road, West Tisbury, Pastor Alan Wood, 693-0476. Sunday service, 7:30 pm.

Trinity Methodist Church, Trinity Park, Oak Bluffs, Rev. Kenneth L Miner, 693-0589. Sunday school for children and youth, September through June, 10:00 am; Sunday service, 11 am. Nursery in parish house during service.

MORMAN

Church of Jesus Christ of Latter Day Saints, 693-8642/627-9448. Sunday meeting, 9:30 am, Vineyard Playhouse, Vineyard Haven.

The Old Whaling Church, built in 1843, is one of the finest examples of Greek Revival architecture to be found. It is the largest auditorium on the Island, seating over 500 people, and it has recently been transformed into a performing arts center by the Preservation Trust. Events are scheduled throughout the year, including lectures, film classics, concerts, plays and community activities. Patricia Neal, Victor Borge and Alfred Eisenstaedt have appeared here.

Open late June through Labor Day: Monday through Friday, 10 am to 2 pm. Donations accepted.

The Vineyard Museum and Dukes County Historical Society, corner of School and Cooke Streets, 627-4441. The Vineyard Museum maintains the Thomas Cooke House, built in 1765. An excellent example of a colonial home, it has 12 rooms containing antique furniture, scrimshaw, ship models, costumes and gear used by whalers and early farmers. Tours are available during the summer months.

Also on the grounds are an herb garden and a reproduction of a whaleship's try works; a boat shed containing a whaleboat, an 1854 fire engine and an old peddler's cart; and the Francis Foster Maritime Gallery. Here one also may see the Fresnel lens, which revolved on the top of the Gay Head Lighthouse from 1854 to 1952, when the lighthouse was electrified. The Captain Francis Pease House has the Native American Gallery, the Children's Gallery, two galleries devoted to changing exhibits and The Museum Shop.

Winter hours, day after Columbus Day to day before Memorial Day: Wednesday through Friday, 1 to 4 pm; Saturday, 10 am to 4 pm. Admission: Adults (18-64) \$2; youths (12-17) and seniors (65 and up), \$1; children under 12 free. Spring and fall hours, Memorial Day to July 3 and day after Labor Day to Columbus Day: Tuesday through Saturday, 10 am to 4:30 pm. Admission: Adults \$4; youths and seniors, \$2; children under 12 free. Summer hours, July 4 to Labor Day: Open 7 days a week, 10 am to 4:30 pm. Admission: Adults \$4; youths and seniors, \$2; children under 12 free. Groups by appointment.



OAK BLUFFS

Cottage Museum, 1 Trinity Park (in the Camp Ground). This museum offers visitors the opportunity to tour one of the famous gingerbread cottages. It houses furniture, artifacts and memorabilia from the Camp Ground's heyday.

Open mid-June to mid-September. Admission fee.

VINEYARD HAVEN

Old Schoolhouse Museum, 110 Main Street, 693-3860. This building has served many purposes. At one time it was the original Tisbury School. Now owned and maintained by the Martha's Vineyard Preservation Trust, the museum houses many interesting artifacts depicting early Island life.

Open mid-June to mid-September: Monday through Friday, 10 am to 2 pm. Donations accepted.

Seaman's Bethel, The Bethel Collection, 15 Beach Road, opposite the Post Office complex, 693-9317. For over 100 years, The Seaman's Bethel has served seafarers who visit the Island as well as those who live here. Many of those seamen and their family members gave the Bethel gifts in appreciation of its work and the services provided. These gifts have been preserved and today constitute the core of The Bethel Maritime Collection. It includes: models of schooners in bottles, whale tooth and walrus tusk carvings, early photographs and drawings of Vineyard Haven, shells from Island beaches, a beautiful quilt, paintings, plus a wide variety of other "sailor souvenirs."

Winter hours: Monday through Friday, 9 am to 1 pm. Summer hours: Monday through Saturday, 10 am to 5 pm. Call 693-9317 for information. Admission is free.

WEST TISBURY

Mayhew Chapel and Indian Burial Ground, five miles from Vineyard Haven at the end of Christiantown Road, which intersects Indian Hill Road in West Tisbury. Owned by Dukes County and maintained by the Martha's Vineyard Garden Club, the property consists of a tiny chapel, the Burial Ground, and a wildflower sanctuary. A total of four acres serves as a memorial to the Praying Indians who had been converted to Christianity by the Rev. Thomas Mayhew, Jr. (1621-1657).

OTHER NON-PROFITS

Abendmusik Choir
Pease's Point Way
Edgartown 02539
Thomas L. Flynn, Jr.,
Exec. Dir., 627-8474;
David Hewlett, Musical
Dir., 693-9140. All Island
40 voice choir presenting
great choral works.

ACBL Duplicate Bridge
Barbara Donald,
693-1493. Susan
Voorhees and David H.
Donald, Directors.
Group meets Tuesdays at
7:30 pm at Christ United
Methodist Church in
Vineyard Haven to play
duplicate bridge.

AIDS Alliance
of MV, Inc.
P.O. Box 2093
Vineyard Haven 02568
Kate Lingren,
627-8868. Volunteer/
advocacy, resource,
education, hotline. See
Health and Human
Services.

Aikido of MV
P.O. Box 519
West Tisbury 02575
Sean Conley, 693-3953.
A Japanese martial art for
physical, mental and
spiritual growth.

Holy Ghost Association
P.O. Box 2203
Oak Bluffs 02557
Barbara Gibson, Pres.
693-9875. *Social club. Sponsor of Portuguese-American Feast in mid-July. Raises funds to help the needy and provide local scholarships.*

Hospice of Martha's Vineyard, Inc.
P.O. Box 2549
Oak Bluffs 02557
693-0189. Sarah Isenberg, Exec. Dir. On call 24 hours a day. *Provides supportive care to the terminally ill and their families - all services are free.*

Island Elderly Housing, Inc. (Hillside Village, Woodside Village and Havenside House)
RFD 50A Edgartown Rd
Vineyard Haven 02568
Carol Lashnits, Exec. Dir., 693-5880.
Affordable congregate and independent housing for the elderly & handicapped.

Island Lesbian & Gay Association
Stone Walls
P.O. Box 1809
Vineyard Haven 02568
Robert, 693-3563.
Group holds monthly social gatherings and other scheduled events for lesbian and gay residents and visitors. Publishes monthly newsletter.

Island Parents Advisory Council for Students w/ Special Needs and Island Parents Educational Support and Training Center
693-8612. Carol Kennedy. Both groups provide support for parents with children with special needs. *See Health & Human Serv: Other Important Serv, Parental Support.*

Island Theatre Workshop
P.O. Box 1893
Vineyard Haven 02568
Mary Payne, Artistic Director, 693-4060.
Theatre Performance and Education.

League of Women Voters
P.O. Box 1107
Vineyard Haven 02568
Juleann Van Belle, Pres. 1-800-882-1649, 693-6659.
Citizen information on local, state & national government.

The Learning Tree
P.O. Box 1171
Oak Bluffs 02557
Leslie Parks, 693-3808.
Organizes creative arts mini-workshops. All ages, all levels.

Lobster Hatchery
Lagoon Road
Oak Bluffs 02557
693-0060

M.S.P.C.A.
P.O. Box 2097
Edgartown 02539
Ron Whitney, 627-8662.
Provides shelter, adoption services, ambulance service, cruelty investigation, humane education, lost & found listing, humane euthanasia, cremation services for Island animals.

MV After School Program, Inc.
P.O. Box 2404
Oak Bluffs 02557
Michael Achille, Director, 693-0976. *Provides quality after school day care for ages 6 - 12.*

MV Agricultural Society
P.O. Box 59
West Tisbury 02575
Elisha Smith, President
693-1162; Eleanor Neubert, 693-4343.
Dedicated to agricultural improvements; organizers of the annual MV Agricultural Society Livestock Show and Fair.

MV Arena, Inc.
P.O. Box 2062
Vineyard Haven 02568
693-5329. Kurt Mundt, Manager. *Island ice skating rink. Open August - April.*

MV Boys' & Girls' Club
P.O. Box 654
Edgartown 02539
Mary Morgan, Dir., 627-3303. *Recreation for children, ages 6 - 18.*

MV Boys' and Girls' Club Second Hand Store
N. Summer Street
Edgartown 02539
627-5683. *Donations of clean useable items accepted for resale.*

MV Campmeeting Assoc.
P.O. Box 1176
Oak Bluffs 02557
693-0525. *Devoted to preservation of Oak Bluffs Campgrounds.*

MV Center for the Visual Arts
Rael Gleitsman, Pres.
Membership: Virginia Besse, 693-9419.
Art association dedicated to promote the visual arts on the Island.

MV Cerebral Palsy Camp
"Camp Jabberwocky"
P.O. Box 1357
Vineyard Haven 02568
693-2339

MV Chamber Music Society
P.O. Box 445
Chilmark 02535
Heidi Schultz, 693-9417.
Classical music performance group.

MV Chamber of Commerce, Inc.
P.O. Box 1698
Vineyard Haven 02568
Angeljean Chiaramida, Executive Director; Richard Steves, President; 693-0085.
Serving the economic needs of the community.

MV Chamber of Commerce Educational and Charitable Foundation, Inc.
P.O. Box 1698
Vineyard Haven 02568
Angeljean Chiaramida, President, 693-0085.
Primarily provides scholarship assistance to Island students.

MV Chess Club
c/o Dan Sharkovitz
MVRHS
P.O. Box 1385
Oak Bluffs 02557
693-1033. *Open to community members of all ages and all levels of ability. Meets Mondays 7 - 10 pm MVRHS cafeteria, excluding school vacations & holidays. For summer meetings call 693-2889.*

MV Community Services, Inc.
P.O. Box 369
Vineyard Haven 02568
693-7900. *See Health and Human Services.*

MV Community Services Thrift Shop
Main Street
Vineyard Haven 02568
693-2278. *Donations of clean, useable items accepted for resale. Profits to MVCS.*

Rotary Club of MV
P.O. Box 1951
Edgartown 02539
Ray Skladzien, 693-0742; Bob Clermont, 693-1959.
International service organization working for the general benefit of the community. Lunchtime meetings every Wednesday at the Harbor View Hotel in Edgartown.

The Seaman's Bethel
A Branch of the Boston Seaman's Friend Soc.
15 Beach Rd, Box 1821
Vineyard Haven 02568
693-9317. Alfred F. Moran, Branch Manager.
45 Church Street
Boston 02116
1-617-426-1665.
Provides ministry and social services to seamen, fishermen and women. Maintains The Bethel Collection, a maritime museum, and owns and operates 2 cemeteries on the Island.

Sheriff's Meadow Foundation
Mary Wakeman
Conservation Center
RFD 319X
Vineyard Haven 02568
Richard W. Johnson, 693-5207. Owns and manages conservation land, some with walking trails open to the public.

S.P.A.Y.
Mrs. Katherine Tweed
Tashmoo
Vineyard Haven 02568
693-3199. Promotes spaying & neutering of dogs and cats.

Theatre Arts Productions, Inc.
P.O. Box 2561
Vineyard Haven 02568
Ralph Friedman, 693-3494. Community theatre group.

Thrift shops - See M.V. Comm Serv Thrift Shop and MV Boys' and Girls' Club Second Hand Store.

Tisbury Business Association
P.O. Box 1086
Vineyard Haven 02568
Kay Mayhew, Adm. Asst.; 693-2725.
Promotes Tisbury. Works to enhance town environment. Sponsors Tisbury's Twelve Days of Christmas.

Tisbury Council on Aging
P.O. Box 1239
Vineyard Haven 02568
Joyce Stiles, Dir.; 696-4205. Service provider for Tisbury elderly.

Trustees of Reservations
RFD 319X
Vineyard Haven 02568
572 Essex Street
Beverly, MA 01915
Chris Kennedy, 693-7662
1-617-921-1944; Wasque Gatehouse, 627-7260; Long Point Gatehouse, 693-7392 (June 1 to Oct. 1)
Conservation group with holdings on MV.

Up-Island Council on Aging
Box 515
Howes House
West Tisbury 02575
Joyce Bowker, Director, 693-2896. Service provider for up-Island elderly.

Vineyard Amateur Radio Association
P.O. Box 338
Vineyard Haven 02568
Ron Tolin, Secretary, 693-1961. Public service repeater. 223.200 MHz

Vineyard Committee on Hunger
P.O. Box 1874
Vineyard Haven 02568
Virginia McLean, President, 693-9630. Organizers of Island Food Pantry. See Health and Human Serv.

Vineyard Conservation Society
P.O. Box 2189
Vineyard Haven 02568
Brendan T. O'Neill, Dir., 693-9588. *Conservation.*

The Vineyard Craftsmen
P.O. Box 2517
Vineyard Haven 02568
Andrea Rogers, Pres., 693-7927; Lynn Gatchell, Chr., 693-0974. Sponsor Vineyard craft fairs & Island scholarship fund.

Vineyard Environmental Research Institute
RFD Box 862
Vineyard Haven 02568
William Marks, 693-4632. *Environmental & conservation org. and lighthouse preservation.*

Vineyard Haven Band, Inc.
P.O. Box 445
Vineyard Haven 02568
Frank Dunkl/Martha Child, 645-3458. *Musical entertainment in the parks.*

The Vineyard Museum/Dukes County Historical Society
Cooke and School Streets
Edgartown 02539
627-4441.
Theodore Z. Penn, Dir. Local History Museum and Research Library.

Vineyard Nursing Association, Inc.
P.O. Box 2568
Oak Bluffs 02557
693-6184. Phyllis Simone, R.N., M.S., M.P.H.. Home health services.

Vineyard Open Land Foundation
RFD 319X
Vineyard Haven 02568
Mark Racicot, 693-3280. Promotes conservation through innovative land use planning.

Vineyard Playhouse Company, Inc.
P.O. Box 2452
10 Church Street
Vineyard Haven 02568
Eileen Wilson, Artistic Director; M.J. Munafo, Managing Director; 693-6450. Professional summer company, year-round semi-professional & community theatre.

Vineyard Pro-Life
P.O. Box 203
Vineyard Haven 02568
Gene DeLorenzo, Chairman, 693-5336. Vineyard Chapter of MA Citizens For Life.

Wampanoag Tribe of Gay Head (Aquinnah)
RFD 137 State Road
Gay Head 02535
Beverly M. Wright, Chairperson; 645-9265

Wintertide Coffeehouse
P.O. Box 29
Vineyard Haven 02568
Tony Lombardi, 693-8830. Provides a year-round alcohol-free and smoke-free gathering space for social and cultural events.

The Yard
P.O. Box 405
Chilmark 02535
890 Broadway
NY, NY 10003
Patricia N. Nanon, Dir.; Peter M. Kindlon, Administrative Dir.; 645-9662, 212-228-0911. Summer performing arts colony.

Zonta Club of MV
P.O. Box 1496
Edgartown 02539
Susan Henley, Pres.; 627-8102. International service org. of professional/business women. Meetings 4th Wednesday of month.

Appendix H: Press Release and Media Coverage

In our effort to communicate with all members of the community we have submitted press releases to the local media.

Press Release: November 1993

You are again invited to join in a discussion on Charter Schools and the future directions of education, to be held Saturday November 6th at 2:00 pm at the West Tisbury Congregational Church's study room. A group of parents recently attended a conference titled, "Charting the course: Public School Options in the 1990's" The conference was sponsored by the Executive Office of Education and the Pioneer Institute for Public Policy Research. Information gathered at this conference was shared at a public meeting on October 30th. The initial meeting of this group of parents, teachers and interested members of the community generated some wonderful and innovative ideas while exploring the future of education on Martha's Vineyard. At this next meeting, we will briefly review the information gathered on October 30th, then move into small discussion groups based on areas of interest. We welcome your ideas, hopes, thoughts and dreams. If you cannot attend the meeting but would like to be involved, please contact Charlotte Costa at 693-0889 or Martha Thurlow at 693-5085.

APPENDIX I

The following individuals have written letters of support on behalf of the Martha's Vineyard Charter School:

Eric Turkington	Massachusetts State Representative
Theodore Z. Penn	Executive Director, The Vineyard Museum
Ned Robinson -Lynch	Director, MV Community Services
Deborah Maher	Principal, Menemsha School
Helen Manning	Director, Education Dept. Wampanoag Tribe
Diana Roberts	Reading Teacher, MVRHS
Seth Mosler	Chilmark School Committee
Steve Sinnett	Chilmark School Committee
Sally Lasker	Chilmark School Committee
Helen Maley	Associate Professor Emeritus, Early Childhood Education, Wheelock College
Debbie Milne	Director, Early Childhood Programs, MV Community Services
Sarah Whyte	Special Education, West Tisbury School
Jeannie Fischer	Teacher, Grade 4 Teacher, West Tisbury School
Joel Weintraub	Teacher, Grade 7&8, West Tisbury School
Joyce Cournoyer	Special Education, West Tisbury School
Jennifer Estabrook	Teacher, Grade 3, West Tisbury School
Martha Foley Stackpole	Teacher, Grade 2, West Tisbury School
Valerie Becker	Computer Coordinator, West Tisbury School
Lynne Whiting	Enrichment Teacher and Computer Coordinator Menemsha School
John Alley	Dukes County Commissioner Selectman, Town of West Tisbury
Cleo Winsryg-Wild	Student, West Tisbury School
Lily Morris	Home Schooled Student
Chris Decker	President, Tisbury Printer
Martha Thurlow	Proprietor, Parent Trading Company
Rufus and Susan Peebles	Parents (West Tisbury), M.P.S. and J.D., Ed.D.
Avtar Thompson	Parent (Vineyard Haven)
Nancy Cole	Parent (West Tisbury)

The Vineyard Museum

Dukes County Historical Society

Post Office Box 827

Edgartown, Massachusetts 02539

Telephone: (508) 627-4441

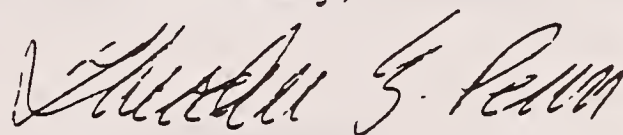
9 February 1994

The Vineyard Museum supports the development of a Charter School on the Island of Martha's Vineyard, as it supports the public regional high school and the lower and middle schools in the six towns. Education is at the forefront of the Museum's mission and for the past two years it has been operating a Children's Gallery where the work of school children speaks for itself. The Museum also is developing a publication program to help children get their work into print as well as on display in the Children's Gallery and, we have begun to think about ways to offer internships to school children as a way of enriching their classroom education.

We are intrigued by the prospect of becoming a partner of the Charter School. Museum's are unique community resources in that they collect and preserve the three-dimensional record of neighborhoods, as well as written records, maps, photographs, and other cultural materials. The Vineyard Museum has wonderful artifact collections in addition to the library and archival collections of the Gale Huntington Library of History. It would be a delight for us to work with the Charter School to find better ways to use our special resources in a community-based education program for Island children.

Martha's Vineyard, with its great number of writer's, artists, musicians, educators and others who, along with the rich resources of its museum, preservation, conservation and other community-based organizations, is an ideal location to establish a Charter School. The Vineyard Museum would be proud to become a partner in such a venture.

Yours truly,



Theodore Z. Penn
Executive Director

Thomas Cooke House, Captain Francis Pease House, Francis Foster Gallery,
Gale Huntington Library of History, Carriage & Boat Shed, Gay Head Light
Cooke and School Streets, Edgartown, Massachusetts

Jirah Luce House Gallery and Art School
Beach Road, Vineyard Haven, Massachusetts



**Menemsha School
Chilmark School District**

Box 60, State Road
Chilmark, MA 02535

(508) 645-2562

Deborah Maher
Principal

January 31, 1994

Piedad F. Robertson
Secretary of Education
Commonwealth of Massachusetts
Room 1401, McCormack Building
One Ashburton Place
Boston, MA 02108-1696

Dear Ms. Robertson,

I am writing to enthusiastically support the proposal for the Martha's Vineyard Charter School. As an educator who has worked within the Island's public schools since 1974 as a teacher, a staff development director, and a principal, I see the need and desire for an exciting experimental laboratory school, such as the one being proposed.

School choice and a regional approach to education is long overdue on the Vineyard. The educators, parents, and community members collaborating on this proposal are a committed group, dedicated to creating a progressive approach to learning that would be a valuable model for the public schools.

I encourage your serious consideration of the Martha's Vineyard Charter School Proposal as one that would surely succeed and demonstrate a viable educational direction for schools that are able to develop lifelong learners for the future.

Sincerely,

Deborah Maher
Deborah Maher
principal



MARTHA'S VINEYARD REGIONAL HIGH SCHOOL DISTRICT

P. O. BOX 1385
OAK BLUFFS, MASSACHUSETTS 02557
(508) 693-1033

Gregory T. Scotten, *Ed D., Principal*
W. Dougal Herr, *M.Ed., Assistant Principal*
Kevin J. Carr, *M.Ed., Voc. Ed. Coordinator*
Margaret E. Serpa, *Administrative Assistant*

February 3, 1994

To whom it may concern:

As a member of the island's education system, I was excited to hear of the push towards developing a charter school on Martha's Vineyard. I have taught elementary Special Needs for the past three years and am currently a Reading Specialist and English teacher at the regional high school. I also have two children in the system, a junior and a seventh grader.

Our island has changed dramatically in the twenty years since I moved here. A charmingly pokey rural community was surprised in the eighties by an influx of disillusioned yuppies from the city and by the now-grown, well-educated children of summer home owners who chose to make their home here year-round. The appeal was obvious: a safe, community-oriented place in which to raise children, where you knew and cared for, and were cared for by, the same people all your life.

The school system here was caught unprepared for the onslaught and hustled to expand and hire. Every year, it got a little bit better, with the elementary schools adjusting their curriculum to the latest research, for the most part, more quickly than the high school. But there are still gaps, and many children's needs are not met. Each town's elementary school has its own flavor--conservative, progressive, homey, etc.--and that has proven limiting to those in specific towns who would excel in another atmosphere. I saw far too many elementary children labeled "special needs" because they were unchallenged and thus, unmotivated.

We have a great pool of talented, bright, and energetic parents, children and teachers in this community. A charter school on Martha's Vineyard is an idea whose time has come, and I heartily endorse it.

Sincerely yours,

Diana Roberts

P.O. Box 185
West Tisbury
MA 02575
(508 693-2392)
February 11, 1994

Piedad F. Robertson
Secretary of Education
Commonwealth of Massachusetts
Room 1401
One Ashburton Place
Boston MA 02108

Dear Ms. Robertson.

I am writing to add my name to support the group on Martha's Vineyard who want to create a charter school here on the island.

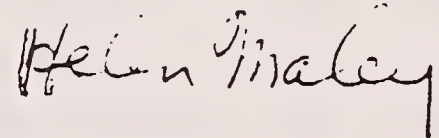
In 1970 I brought a group of Wheelock student teachers to Martha's Vineyard. This was a new project establishing a rural teaching experience for Wheelock students, and an opportunity for students to work in the community as part of their teaching experience. This meant home visits, attending many community meetings, and getting to know the children in their total environment. The students worked in private pre-schools and public elementary schools all over the island.

This successful venture led to the development of a proposal to Martha's Vineyard Community Services and Wheelock College to co-sponsor the Early Childhood Programs as a service to the community. This was accomplished in 1972.

One of the most important out-growths of this program was a series of workshops for parents and teachers. Parents wanted and sought knowledge of child development, how children learn and how they don't learn. Teachers, though not as many, wanted this knowledge too.

I share this brief history with you to demonstrate that the Vineyard is fertile ground for "educational laboratories" and there is a great need for this alternative, especially for our rural public schools - right now!

Sincerely .



Helen Maley,
Associate Professor Emeritus
Early Childhood Education
Wheelock College

Box 129
Vineyard Haven, Ma. 02568
February 2, 1994

To Whom It May Concern:

I am writing in support of the concept of a charter school on Martha's Vineyard. As a special education teacher, I often encounter children who are creative, divergent thinkers who are nevertheless unsuccessful in our classic educational system. Many of these children are gifted in their areas of strength, but considered learning disabled because of specific difficulties in reading, writing, etc.

Throughout history we have had divergent, creative thinkers who have made immeasurable contributions to our society. Many of these same people have also been learning disabled. Consider Albert Einstein, Thomas Jefferson, Leonardi DaVinci to name a few. Imagine what would have happened if, instead of labeling Einstein retarded in his early years, we had given him a mentor, and taught him through his strengths instead of monitoring his weaknesses? Imagine how much more he could have contributed? Imagine what would happen if, for example, a child with a visual/spatial gift was allowed to learn by exploring his strength through the arts rather than through his measured weakness?

It is my belief that we do not support many of our most gifted, divergent thinkers in our society. Instead, we dwell on what they cannot do, thereby lowering self-esteem and potential dreams. The charter school on Martha's Vineyard would be an opportunity to change this. The school would be geared toward enabling these students to learn in the ways that they learn best. To have such a choice in education could change our view of both the potential of students, as well as the preconceived fabric of special education.

The concept of the charter school submitted by Martha's Vineayrd

LESLIE STERNS

SIMPLY COTTON
PACIFIC COTTON

PO Box 4003
Vineyard Haven, MA
02508

November 12, 1994

Ms. Piedad Robertson
Secretary of Education
One Ashburton Place
Boston, MA

Dear Ms. Robertson,

I am the owner/manager of two retail stores in Vineyard Haven and Edgartown and I am very excited about the possibility of a charter school on the Martha's Vineyard.

I would happily build a partnership with the charter school, offering students the opportunity to see how a business operates: site management education, marketing, financing and in my case even an eye view into the designing of our store's fashion line.

If businesses would build partnerships with the local student population perhaps we would find less reasons to blame them for their behavior and more reasons to support them in their endeavors as they work WITH us.

I hope you will give the Martha's Vineyard Charter School an opportunity to demonstrate how this community can work together for the benefit of the island's children.

Sincerely,



Leslie Sterns

February 28, 1994

Piedad Robertson
Secretary of Education
1 Ashburton St.
Boston MA 02108

Dear Ms. Robertson;

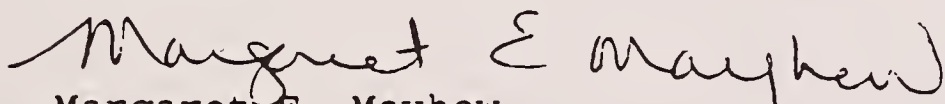
I am writing to express my support for a charter school on Martha's Vineyard. I am the parent of two children at the West Tisbury public school, and while I am generally satisfied with my experiences there to date, I feel that a charter school could open new possibilities for students on the Vineyard.

We are unique in our situation as an island. Logistics limit the access of Vineyarders to museums, cultural events, and other extra-curricular activities that are available to urban and suburban students. A family's choice of schooling options also are extremely limited; although each island elementary and junior high school has its own character, residents currently attend the school in THEIR town regardless of whether it fits their preferences. The alternative is to relocate the family, or to send the student off-island to a boarding school. The charter school would allow greater choice for many families whose children do not do best at their town school.

On a more positive note, the Vineyard is fortunate to have a community of talented and creative individuals, as well as organizations specializing in conservation, marine studies, history, and other fields that could be of great interest and inspiration to youth. With the charter school acting as a clearinghouse, these resources could be more easily be made available to students, and hopefully to adult education as well.

The sense of community on the Vineyard is very strong. New options in education would allow families to tap into that strength and help each child to reach full potential. I hope that you will support this concept through a charter school.

Sincerely,



Margaret E. Mayhew
RFD 575
Vineyard Haven, MA 02568

West Tisbury School
Old County Road
West Tisbury, Mass. 02575

Ms. Piedad F. Robertson
Secretary of Education
Commonwealth of Massachusetts

January 25, 1994

Dear Ms. Robertson:

We have read with great interest of the meetings being held regarding a charter school. The group has been meeting since the summer and has continued to gather both interest and momentum. We find their enthusiasm and the possibility of a charter school very exciting.

Having been involved for many years in education, both as parents and as teachers, we realize the great need for different approaches to teaching and learning. A public school is not always able to do this. The schools on the Vineyard are all fine schools - all very different - all with their good qualities. The West Tisbury School, where we teach, is a very innovative school and on the forefront in many ways. But, as teachers, we all see children, for whom an alternative style of teaching/learning would be much better. And for this reason, we wholeheartedly support this energetic group's endeavor in hoping to start a charter school.

Sincerely yours,

Karen W. Fischer - grade 4.
Jill Wentland - grade 7+8
Joyce Corrigan - Special
Jennifer L. Estabrook - 3
Dorothy Haskins - 1 & 2
Catherine Be...

was determined to be "special needs" at the end of that second year in first grade and an IEP was written for the next school year. The tests showed that he is bright (maybe even more so than his older sister) and has auditory processing difficulties. Although the necessary supports eventually helped him, much pain and anguish could have been avoided had he had a different learning environment in which to grow. He did not fare well in a group of 21 students. He takes his time processing things, and many times was simply left in the dust! After becoming a reader at age 9 (and in the third grade) his self esteem began to improve. Last Spring his father initiated an after school apprenticeship with a local boatyard. That experience turned his life around. His passion is boats and there he was actually building and repairing the real thing! I truly believe that had he been offered a more individualized educational program sooner he would be more motivated learner than he is today. The Charter School, as I understand it, could be geared for just such an individual as our son Everett.

Secondly, I am drawn to this opportunity because of my own recent education experience. At age 42 I received my Bachelor of Science in Education degree from Lesley College in August, 1992. I was a student in their MV Outreach Program from November 1989 until my graduation. Much of what I learned in my course of study is embodied in the philosophy of the MV Charter School. The seven guiding principles outlined in the proposal could easily have come from any one college course taken.

I consider myself a "life-long learner". My entry into the field of public school education came later in life than most who choose to become teachers. From 1990-1992 I worked in the W.T. School as a reading/writing tutor and computer mentor. During the 1992-93 school year I taught the third grade for a teacher on leave. This year I am working in the Menemsha School in Chilmark as their Computer Coordinator and Enrichment Teacher. It is a K-5 school comprised of K-1, 2-3-4 and 4-5 classrooms. I have the unique opportunity of working in all three mixed age classrooms. I am able to put myself in the role of facilitator. Much of what I do

Secretary of Education
ATTN: Charter Schools
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA 02108

Dear Ms. Robertson,

I support the formation of a charter school on Martha's Vineyard. I understand the intent of the charter school is to offer children a choice in schooling that is regional in its focus and based on the premis of the community as a lab for learning.

At the present time children are limited to their own town as a choice for schooling, there are no other public options for education. I feel that for education to be truly excellent, choices need to be available for the student.

Sincerely,



John Alley

Selectman, West Tisbury

Piedad F. Robertson
Secretary of Education
One Ashburton Place, Room 1401

February 13, 1994

Dear Ms. Robertson,

I am a Homeschooler on Martha's Vineyard. I have been Homeschooling for one and a half years. I want there to be a Charter School because I want to learn more and be with more kids. I do not want to go to a public school because I don't like their style of teaching. I've always wanted there to be a school like the one the Charter School group here has been planning. I would like to learn more about what interests me. I would be very happy if the Island school got a charter.

Sincerely,
Lily K. Morris



February 10, 1995

To Whom it May Concern:

The Martha's Vineyard Hospital and Windemere Nursing and Rehabilitation Center are health care agencies that provide a wide-range of services and opportunities for community service for people of all ages.

The opportunities for students of all ages in Windemere include an adopt-a-resident program, helping with our visiting pet program, having residents tutor students, participating in an oral history project, fund-raising, craft projects, etc.

In Martha's Vineyard Hospital the opportunities include transporting patients, providing entertainment, supporting our Child Care Center, clerical support, fund-raising, etc.

We would welcome the opportunity to have the Charter School participate in our programs and feel we would greatly benefit from their active presence.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Brian Toomey'.

Brian Toomey, LICSW
Chief Operating Officer

BT/rev

STANWOOD & Company

RR#1 Box 340 Vineyard Haven, MA 02568
(508) 693-1583

Martha's Vineyard Charter School

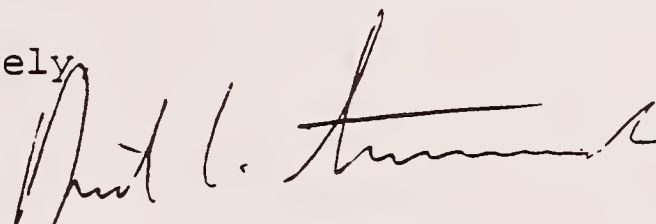
To Whom it may concern,

2/9/95

As the owner and operator of a business on Martha's Vineyard, I will support the charter school in any way I can. In particular I will be willing to participate in mentorship type programs as well as opening my workshop to lecture or demonstrations on topics relating to piano construction, reconstruction, as well as topics relating to patent and invention.

We look forward to participating as professionals as well as involved parents.

Sincerely

A handwritten signature in dark ink, appearing to read "David C. Stanwood", written in a cursive style.

David C. Stanwood

Proprietor

Vineyard Comforts
RR1 Box 340
Vineyard Haven, MA 02568

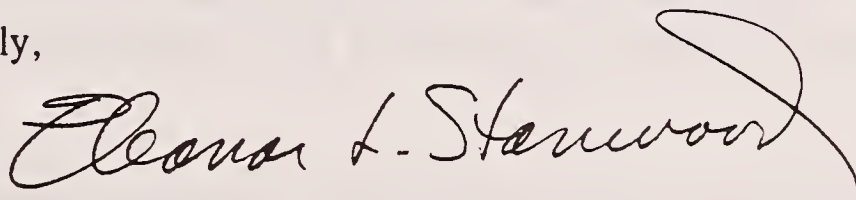
To the Charter School, 2/9/95

I am a home business person with a back ground in early childhood education, with a B.S. degree from Wheelock College. I have extensive experience in directing pre-school and early childhood programs in both private and public school systems.

My feltmaking workshop on Lamberts Cove Rd has been the site of many classes and workshops over the years, allowing Island students to share in the creative magic and practical use of wool and felt. I will be happy to extend this opportunity to the Charter School. In fact I will be happy to design programs for the charter school.

I'm ready and waiting!

Sincerely,

A handwritten signature in cursive script that reads "Eleanor L. Stanwood". The signature is fluid and elegant, with a large loop at the end of the last name.

Eleanor L. Stanwood

PARENT TRADING CO.

BOX 1768 CHURCH STREET
VINEYARD HAVEN, MA
02568

February 12, 1994

Ms. Piedad Robertson
Secretary of Education
One Ashburton Street
Boston, MA

Dear Ms. Robertson,

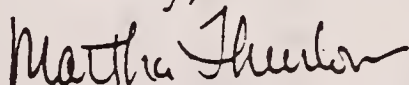
I have been the proprietor of Parent Trading Company for ten years. The goal and philosophy of our store is to promote child-centered learning and to help to supply the tools that foster the growth of imagination and independent thinking-toys that are powered by the child's mind. Our store has also become a network center for sharing of thoughts and ideas. Education and the needs of children growing up on the vineyard are frequent topics of conversation. I would be happy to participate in a program of apprenticeship as outlined in the Martha's Vineyard Charter School proposal. I believe that hands on learning best prepares the child for life's journey.

For the past year we have sponsored a child-directed entrepreneurial group called The Kid's Coop. (See attached brochure). The members who vary in age from 8-15 designed their own logo, created their own membership criteria, and perform numerous tasks in running this mini-business including balancing their own checkbook. They are engaged, learning, and energetic and have taught me as much as I have taught them.

Parent Trading Company would welcome the opportunity to work with students who are encouraged to become interested and active members of their community.

I support the Martha's Vineyard Charter School.

Sincerely,



Martha Thurlow
Proprietor

We are a group of kids who are selling our handmade items at Parent Trading Co. on Church St. in Vineyard Haven. We make the items and we run the KID's co-op corner of the store. In addition to our creative members, our core group of organizers includes kids who are interested in the organization and decision-making process as well as kids who's roles include treasurer, secretary, and graphic arts/display designer.

Please let us know if you would like to become involved or would like to know more about us.

We are committed to creating a variety of crafts for all to enjoy while we learn about the art of community and running a business.



You can become a member of the KID's co-op by doing all of the following 3 things:

- ① Bringing in your craft items to sell.

- ② Attending group meetings.

- ③ Paying a membership fee of 4.00

After one month of active

membership you will be eligible for certain membership benefits.

Discounts at various island suppliers will be available to you when you show your KID's co-op membership card.

(For example, if your purchases are related to items you're making for the KID's co-op you can receive a 25% discount off craft supplies at Parent Trading Co., Beadniks, etc.). We will

keep you informed of the discounts as our list continues to grow.



- One day a week will be designated as a drop off day or question + answer day. A KID's co-op member will usually be available to help you sign in, determine price, and to display your creations. This is also a good time to ask any questions you may have.

- We ask that each crafts person bring in only about 5 items at a time. We can call you to restock as necessary.

- Please spend a little time before you come in thinking about what you'd like to charge. We can help by letting you know what we've learned from our experience as well.

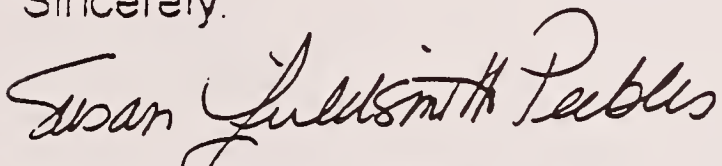
- 10% of all sales go to the general fund for operating expenses, otherwise the profits are all yours.



We also believe that the success of the innovations which the Martha's Vineyard Charter School would accomplish could be translated into public education in the rest of the Island as well as possibly the Commonwealth. In addition, because of our physical isolation, the Martha's Vineyard Charter School offers the entire charter school program a special opportunity for examining innovation and change. The expertise and enthusiasm of the group working on the Charter School here will ensure its success.

We hope you will decide to grant a charter to the Martha's Vineyard Charter School.

Sincerely,



Susan Feldsmith Peebles M.F.S. and Rufus W. Peebles, J.D. Ed.D.

You have my full support and I would like to offer any help I can in making the Martha's Vineyard Charter School become a reality for our children.

Sincerely,

Avtar Thompson

Photographs courtesy of the
Duke County Historical Society.



TUCKER

In her 40 years, we've known her as a well-known local and visiting author in the 1960s and 70s, the executive Miss Jane who decorated pamphlets of her poetry, along with postcards of her beloved Panama, to tourists who stopped in West Fishery en route to the cliffs at Cay Head.

THE WATERS OF Vineyard Sound were among the most heavily traveled in the world, second only to the English Channel. Nearly all ships sailing between Boston and New York or ports beyond passed through the Sound, until the Cape Cod Canal was opened in 1914.



MARTHA'S VINEYARD



Luminaria candles are lit in front of temples, together and held in a common flame. Meeting friends is done in the company of pinball machines that light up the terms, and the huge wrought-iron nuke (1879) where they worshipped summer on Illumination Night, the ceremony with Japanese lanterns are festooned with Japanese lanterns.

“ISLAND,” referring to Chilm West Tisbury, is called because at one time, one moves “up” in business, as well as altitude. So, say it refers to sailing “up” or “downwind,” others speaking “downwind,” “Downwind Haven, Oak Bluffs Village.”

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BIKE
PATH
® J.C.
RESTROOMS

SPECIAL CONSERVATION LANDS

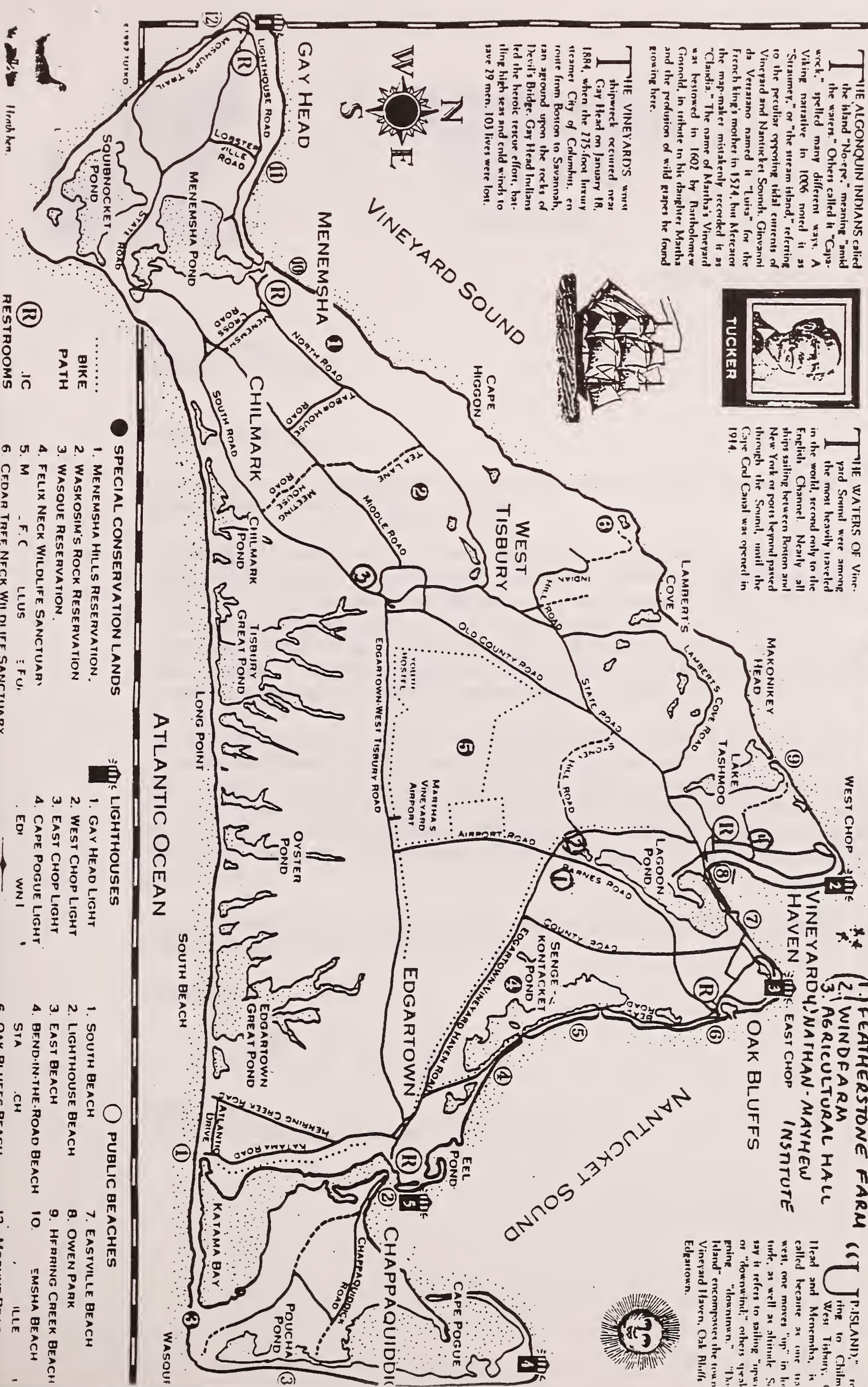
1. MENEMSHA HILLS RESERVATION.
2. WASKOSIM'S ROCK RESERVATION
3. WASQUE RESERVATION.
4. FELIX NECK WILDLIFE SANCTUARY
5. M - F.C LLUS E.FU,
6. CEDAR TREE NECK WILDLIFE SANCTUARY

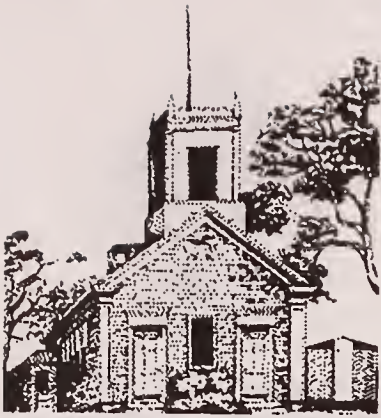
LIGHTHOUSES

1. GAY HEAD LIGHT
 2. WEST CHOP LIGHT
 3. EAST CHOP LIGHT
 4. CAPE POGUE LIGHT
- ED: WN 1

O BILBI IC BEACHES

1. SOUTH BEACH
2. LIGHTHOUSE BEACH
3. EAST BEACH
4. BEND-IN-THE-ROAD BEACH
5. DAY BUOY BEACH
6. OAK BEACH
7. EASTVILLE BEACH
8. OWEN PARK
9. HERRING CREEK BEACH
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**Menemsha School
Chilmark School District**

Box 60, State Road
Chilmark, MA 02535

(508) 645-2562

March 6th, 1995

Piedad Robertson
Secretary of Education

Dear Ms. Robertson,

I am writing to give my support for a Charter school on Martha's Vineyard both as a parent and as a school committee member.

On Martha's Vineyard we do not have the educational options for our children that other Massachusetts communities have. There are no private schools on Martha's Vineyard or any other alternative programs. Our only option to the present public school system is home schooling. As a parent of two school age children I am concerned about the education of my children and would like to see changes in the present system. I feel that through the charter school we will be able to have positive changes in education and provide a needed alternative to the public schools.

As a School Committee member I also see the need for options in education. We need to provide educational opportunities for all students in our community and work to achieve high standards of education. Looking at the present educational system I can see how a charter school could greatly enhance current educational programs, and not be an obstacle for the present public school system. I am willing to work through the educational system to see that a charter school augments the quality of education in our community.

Children have different learning styles we need to have public schools that offer different teaching styles.

Respectfully,

A handwritten signature in cursive script that reads "Sally J. Lasker".

Sally J. Lasker
Chairperson Up-Island Regional School District



The Commonwealth of Massachusetts

HOUSE OF REPRESENTATIVES
STATE HOUSE, BOSTON 02133-1054

ERIC T. TURKINGTON
STATE REPRESENTATIVE
BARNSTABLE, DUKES &
NANTUCKET DISTRICT

CHILMARK, EDGARTOWN, FALMOUTH
GAY HEAD, GOSNOLD, NANTUCKET
OAK BLUFFS, TISBURY &
WEST TISBURY

Chairman
Committee on Counties

ROOM 33, STATE HOUSE
TEL. (617) 722-2060

March 6, 1995

RECEIVED

MAR 08 1995

EXECUTIVE OFFICE
OF EDUCATION

Secretary Piedad Robertson
Executive Office of Education
1 Ashburton Place
Room 1401
Boston, MA 02108

Dear Secretary Robertson:

I am writing to strongly support the Charter School application of the Martha's Vineyard Charter School Group which is currently before your office for consideration.

This proposal addresses the educational needs of those Martha's Vineyard school children seeking an alternative to the local public schools. At this time, the only option to public schooling for Vineyard families is sending the children to private schools located off-Island - an alternative which is unsuitable and unaffordable for many Vineyard residents.

The Martha's Vineyard Charter School Group has created a comprehensive learner-centered proposal which allows students and teachers to take advantage of the unique economic and cultural resources of Martha's Vineyard, as well as the unique natural environment of the island.

Thank you for your consideration of this matter. Please do not hesitate to contact me if you have any questions.

Sincerely,

A handwritten signature in dark ink, appearing to be "ET", written over a horizontal line.

ERIC T. TURKINGTON
Chair, Committee on Counties



The Commonwealth of Massachusetts

Liso

HOUSE OF REPRESENTATIVES
STATE HOUSE, BOSTON 02133-1053

ERIC T. TURKINGTON
STATE REPRESENTATIVE
BARNSTABLE, DUKES &
NANTUCKET DISTRICT

CHILMARK, EDGARTOWN, FALMOUTH
GAY HEAD, GOSNOLD, NANTUCKET
OAK BLUFFS, TISBURY &
WEST TISBURY

Committees:
Vice Chairman
Judiciary
Government Regulations

February 23, 1995

ROOM 138, STATE HOUSE
TEL. (617) 722-2396

RECEIVED

FEB 24 1995

EXECUTIVE OFFICE
OF EDUCATION

Piedad F. Robertson
Secretary of Education
One Ashburton Place, Room 1401
Boston, MA 02108

RE: SUPPORT FOR THE FORMATION OF A MARTHA'S VINEYARD CHARTER
SCHOOL

Dear Ms. Robertson:

On behalf of many concerned educators, parents and community members, I urge your support for the formation of a Charter School on Martha's Vineyard.

The Martha's Vineyard Charter School Coalition has worked many long hours in developing a proposal which calls for a unique educational opportunity for the children of Martha's Vineyard. Once formed, the Charter School will draw upon the rich cultural, environmental and human resources of the Vineyard in order to offer education of the highest quality.

I agree with the core principles of education as posed by the Coalition. Through their use of apprenticeships, mentorships or partnerships with working people I believe the children attending the Charter School will learn how to succeed in their own environment. This will allow them to feel confident and excited about their own talents and will allow them to become enthusiastic participants of learning.

It is for these reasons that I support the Martha's Vineyard Charter School proposal. I hope that you will do the same.

Sincerely,

Douglas B. Ewing

Douglas B. Ewing
Legislative Liaison

